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A MONTHLY MAGAZINE

DEVOTED TO THE SCIENCE, ART, PHILOSOPHY AND
LITERATURE OF EDUCATION

FRANK HERBERT PALMER, A. M., EDITOR

Official Organ of the Seventh Annual Conference on Rural Education
at the State Normal School, Worcester, Mass.

CONTENTS

A Square Deal for Every Child in the Commonwealth. <i>William B. Aspinwall.</i>	589
~~The Welfare of Every Child is the Concern of the Commonwealth.~~ <i>Frank W. Wright.</i>	593
Significant Movements in the Middle West. <i>Mabel Carney</i>	601
Review of Massachusetts Educational Survey. <i>Geo. D. Chamberlain.</i>	606
Testimony That Challenges. <i>Lawrence A. Averill.</i>	618
The Importance of State Aid to the Future Citizenship of the Commonwealth. <i>John J. Mahoney.</i>	628
Opportunities Dependent Upon Other Than Local Support. <i>Hannah P. Waterman.</i>	635
The State's Responsibility for Reconstruction in Education. <i>George B. Churchill.</i>	641
American Notes-Editorial.	657
Book Reviews.	659
Periodical Notes.	660

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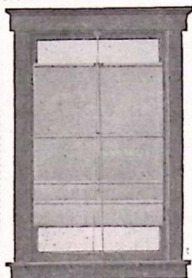
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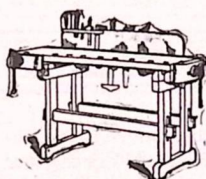
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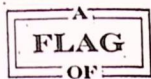
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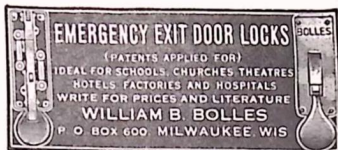
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THEME:

A Square Deal for Every Child in the Commonwealth

ABSTRACT OF THE ADDRESS OF WELCOME.

PRINCIPAL WILLIAM B. ASPINWALL, WORCESTER NORMAL
SCHOOL.

THE glaring contrasts in educational efficiency brought to light by the application of the selective draft law have emphasized as never before the necessity of studying the opportunities for training afforded to the youth of our Commonwealth. With the means of furnishing good schools based upon the property valuation of a community, the larger and richer districts have succeeded in providing the best educational advantages for their children, while others, whose valuation has been low, have been obliged to deny to the children living within their limits the advantages necessary to equip them for successful advancement in professional and industrial life. Instead of the modern fireproof school buildings, equipped with up-to-date furniture and apparatus, adapted to the needs of pupils and making possible their natural and complete development for efficient living, and instead of selected professionally trained and well paid teachers, such as are commonly found in the cities and larger towns, the less favored districts have still

to content themselves with inadequate, unhygienic, poorly furnished and often most unsuitable school buildings that have done service for several generations, and with a grade of teachers inferior to the best because of their inability to provide adequate salaries and attractive living and teaching conditions. The differences are so great that one is fairly amazed, but the investigations of the Special Commission on Education tell us that "the valuation per pupil" in the three hundred fifty-four cities and towns of the Commonwealth varied (on April 1, 1917) from \$107,380 for Gosnold to \$1,854 for Gay Head; and the "school tax per \$1,000 valuation" varied from 35 cents for Peru to \$11.42 for Abington.

With this situation existing the Commonwealth appears as an aggregation of distinct and independent communities, instead of a unified state co-operating for the welfare of all. But this is not the desirable educational ideal for a state. The interdependence of the different sections is so close and vital that all suffer if any are handicapped and deprived of their rightful advantages. Only a negligible portion of the inhabitants of any community remain to live out their lives where they were born and where they received their early schooling. The great majority go out to other communities, seeking to better their fortunes; they constitute one of the important elements in the growing population of cities and industrial centers. How direct is their influence upon the welfare and standing and efficiency of those places to which they go? If their educational equipment is poor, the cities evidently suffer accordingly. But if the ranks of commerce and trade are recruited from those who are highly trained and well developed, how greatly is the wealth of the community increased, how effectively are the vital forces of citizenship strengthened! In this way do the cities draw resources for growth and prosperity from the country, and it becomes a matter of vital and immediate importance to have the quality of these resources as high as possible. If at any time it is seen that this quality is below the standard of efficiency, the city owes it to itself to assist in raising the standard. If this means aiding the districts from which it draws its supply of young workers and students, so that they may

A Square Deal for Every Child in the Commonwealth 591

properly equip them for life before they go out to seek their fortunes, it is but a rational way of investing the capital of the city, based upon the assurance that the inevitable prosperity of the city depends upon it.

But it is more than that, it is one of the rights of that citizenship which is guaranteed by the state through its constitution. All the children of the state are entitled to it, as truly as all the youth of the state are required to respond to its call for defense in time of war. This allegiance to the Commonwealth is universally admitted and freely given, and the conception of citizenship now taught in the public schools, which was made mandatory last year by the legislature, has no other basis than equality of right and opportunity with full emphasis upon the necessity and privilege of co-operation for the welfare both of the community and of the individual.

It seems very fitting, then, in seeking to realize these ideals of citizenship, that we should aim to provide an equal chance for every child in the Commonwealth. The preparation of our soldiers for war made us see the need for better physical training, for many, too many, of our young men, recent products of our schools, were found to be unfit for military service. The surprisingly large numbers of the foreign-born who could not read nor write the English language made it clear that there was far more illiteracy in the Commonwealth than we had supposed, while the knowledge of the American ideals of democracy was equally lacking. As for the teaching in the schools, we came to have a new judgment of its quality by its comparative remuneration, when literally hundreds of teachers left their schools to take up other occupations offering better compensation and the promise of better living conditions.

So it is with these thoughts in mind that this conference has been planned; all of them and more contribute to the square deal to which every child has an inalienable right; no one can be singled out for special discussion as of sole importance, but in all these directions more must be done for those whose opportunities are now restricted, to the end that justice to all shall be assured. Otherwise the real democracy which American citizenship holds up as its ideal can never be achieved.

The following principles, therefore, express the truths that will be here developed; they indicate the purpose and character of the conference:

1. Every child in the Commonwealth should have an equal opportunity for education.

2. Every community should be enabled to provide for its children adequate educational advantages.

3. Every community whose property valuation is insufficient to enable it to provide by taxation adequate funds to supply educational advantages equal to those offered in other parts of the country, should receive either state or federal aid sufficient to enable it to secure this result.

4. A reasonable standard of efficiency should be maintained in the teaching of all schools of the Commonwealth, both rural and urban.

5. The efficiency of the teaching in the public schools should be understood to include:

a. Professional training of the teachers.

b. Adequate equipment and facilities for good work.

c. Satisfactory boarding conditions for the teachers.

e. Salaries sufficiently high to attract good teachers.

f. A program of work adapted to the needs and conditions of the pupils and the community.

6. In the education of every child provision should be made for physical development and training in good health habits.

7. The use of the English language sufficient to enable one to read and to write, and the meaning and ideals of American citizenship should be taught not only in all schools, but also to all foreign-born adults.

8. Suitable facilities for recreation, entertainment and social training as a means of promoting the moral and social welfare of a community should be provided, both for the young people of school age and for the adult population.

The Welfare of Every Child is the Concern of the Commonwealth

FRANK W. WRIGHT, DEPUTY COMMISSIONER OF EDUCATION FOR MASSACHUSETTS.

WHEN I received this program through the mail some week or ten days ago, I was attracted at once by the significant headings given to the program for the two half-days. I cannot help thinking that for years to come, probably two phrases that will run through the educational discussions in Massachusetts are the subject for this morning's program and the subject for the program for this afternoon.

We are a people of phrases; politically, socially, and in almost every line of endeavor, we rally around slogans and shibboleths. It seems to me that the organizer of this program has given us two slogans for education in Massachusetts that may well be the basis for much public discussion. "Equalizing Educational Opportunity," and "State Aid for Reconstruction in Rural Schools" will challenge the thoughtful attention of all forward-looking citizens of Massachusetts. I suggest them as slogans for the people of this Commonwealth to adopt and discuss, because I think they are worthy of it. I quite agree with the principal of this school when he said that probably the program had never been organized on a higher level than that on which it has been projected this year.

As an introduction to what I am to say upon the specific topic assigned me, may I not read from a letter written by the Secretary of the Interior, Mr. Franklin K. Lane? Mr. Lane, in his letter, asks some very searching questions. It is significant that he does ask them, for the past two years have been a time for asking searching questions. The recent war has turned a strong light, not only upon individuals, but upon institutions, in America. It has turned a strong light on the school and its administrators, and revealed both their strength and their weaknesses.

Before reading these questions, for they may seem somewhat

negative in their point of view, one ought to say that it is generally believed that in the searching of the schools and the schoolmasters during the crisis through which we have passed, both have justified the large measure of public confidence placed in them. But one might ask if they have made the best of their opportunities.

Mr. Lane says:

"What should be said of a world-leading democracy wherein ten per cent of the adult population cannot read the laws which they are supposed to know?

"What should be said of a democracy which calls upon its citizens to consider the wisdom of forming a league of nations; of passing judgment upon a code which will insure the freedom of the seas; or of sacrificing the daily stint of wheat or meat for the benefit of the Roumanians or the Jugo-Slavs, when eighteen per cent of the coming citizens of that democracy do not go to school?

"What should be said of a democracy which expends in a year twice as much for chewing-gum as for school-books, more for automobiles than for all primary and secondary education, and in which the average teacher's salary is less than that of the average day laborer?

"What should be said of a democracy which permits tens of thousands of its native-born citizens to be taught American history in a foreign language—the Declaration of Independence and Lincoln's Gettysburg Speech in German and other tongues?"

These and other questions are raised by Mr. Lane, and it will not suffice to say that they are academic. Many, if not all of the conditions complained of in the foregoing, and in other questions to be found in this letter, are such as to cause serious thought on the part of true Americans.

I have seen some statistics that are of interest in this connection. When a division of the United States Army, comprising about 16,000 men, was at Camp Devens, the men were asked if they wanted further education while in camp. Of the 16,000 men, 4,300 indicated a desire for further educational opportunities. Of these 4,300 men, 1,067 expressed a desire to learn the English language. This is something to give us pause in Massachusetts,

where, for three centuries, we have been building a system of schools for all the children of all the people. It does startle us to realize that education is not universal, even in the Bay State.

With the absence of opportunities for continuation schooling in this state, thousands of employed minors sever their connection with further education soon after reaching their fourteenth birthday, and very many of them before the completion of more than five or six years of the elementary school course. Massachusetts may not have her full quota of the eighteen per cent of the children of compulsory school age in the United States, who are now out of school, but she does have her share of employed minors, and has not provided for them adequate opportunities for further education.

The lack of a complete program of health and physical training for all the children of the State does not yet seem to indicate that the welfare of every child is the concern of the Commonwealth. England made such provision for her youth in legislation passed a year ago, and several of your States have already done so. Massachusetts for the third time will give legislative consideration to this important matter within the next few weeks. With 730,000 men between the vigorous ages of 21 and 31 rejected for military service because they were physically defective, it is apparent that our educational policies in the past have not taken sufficiently into consideration the physical well-being of the children in attendance at school.

We have come to see that what America needs for the immediate future is a big, forward-looking educational program. Education and reconstruction are almost synonymous terms. Business and professional men, as is apparent to any who meet groups of them today, are alert as never before to the needs for a vigorous, vital and progressive educational policy. They realize that education will cost more than has been expended on it in the past, and that the American people are willing greatly to increase the billion dollars that they spent in the past year for all forms of education. Any nation that will spend twenty billions in a twelvemonth to make the world a safe and decent place for its children to live in—and it is for this that we said we entered the war—will increase

its support for that institution which makes the world a meaningful place for its children to live in. It behoves us as school administrators to justify this measure of public confidence, and so to organize our thinking and acting as to realize the great advantages that will come from an expanded educational policy.

One speaks advisedly when he says that we are probably living at the threshold of the most remarkable period in the history of the world. Future ages will read of the third and fourth decades of the twentieth century as the period of world reorganization and reconstruction. And in the reconstruction period to follow the great world war, education is to be given a prominent place. No history of the world war will be complete, at least as far as America is concerned, that does not give a full and complete chapter as to the place of the school in the winning of the war; nor will the great problems that will follow this world war be properly solved unless the power and influence of the schools are brought to bear upon their solution.

Three terms have been running through the American vocabulary during the past two or three years. There has been scarcely a town, city or state without its Public Safety Committee. We have had our Councils for National Defence. Much has been said about the need for Americanization. To me, Public Safety, National Defence, and Americanization all mean the same thing, namely, getting more of the right kind of education to more people. Massachusetts can in no better way guarantee her own safety than by securing more of the right kind of education for more of her people. Indeed, the safety of this State is in a large measure dependent upon what, and how well, we teach the children of the State during the next two decades. Sound and clear thinking on the part of all of our people are the guarantors of the peace and prosperity of our State.

An important factor in giving more of the right kind of education to more people is that of giving an equality of educational opportunity to all of the children of all of the people. Democracy of educational opportunity is the very essence of a democratic nation. We are, indeed, glad that Massachusetts is at last giving State-wide attention to the need of guaranteeing to all her chil-

dren as good a grade of education as is to be had by those children most favored by fortune or circumstance. Is it not time that we invest the prestige, the name, and the money of Massachusetts in all of the schools of this State? We have recently seen the value and dignity of investing a name. The physical, financial and moral influence of the United States were invested in a world-wide enterprise of saving the world from the last struggles of barbarism. It seems, furthermore, that not the least of the factors in the winning of this war for humanity was the united moral influence of all the people of the United States. It was this co-operative endeavor, the tremendous weight of our united efforts, that turned the scales for civilization.

Recent experiences have shown us, here and elsewhere, that all has not been well in our educational life. We seem not to have accomplished all that might reasonably be expected of a nation that, from the very beginning, has striven to make education universal among its people. The time has come when Massachusetts, the oldest of the States in educational enterprise, should, as a State, take cognizance of the educational situation existing within her confines. An appeal has gone out to the people of this State, through proposed legislation, to invest the influence, the prestige, and the money of the State in leveling up the low places in our State system of education. Up to the present, Massachusetts has not considered it a matter of public policy to invest her financial strength as a State, to any considerable degree, in the education of her children. But the burden of proof is upon us, when we realize that for the country at large fifteen per cent of all school funds are taken from the treasuries of the several states, while in Massachusetts approximately one per cent is the entire contribution by the State to public education.

One is met frequently at this point with the argument that, notwithstanding the meager contribution of State aid to schools, Massachusetts has developed excellent schools. This is undeniably a correct statement, but there are almost as many grades of educational efficiency in Massachusetts as there are towns and cities maintaining schools. One is willing to concede that Massachusetts has developed many excellent systems of education; that she

has some of the best schools in the country. One cannot, however, speak in terms of State-wide conditions when he makes such an assertion, because, relying upon local initiative and local support almost entirely, Massachusetts has not developed a State-wide system of schools in keeping with her experience and influence as a State. In the same State in which can be found some of the best schools may be found some of the poorest.

When we wrote our educational laws—and many of them were written long, long ago—the value of property in the separate localities throughout the Commonwealth was pretty much the same. A town in Western or Central Massachusetts had about the same financial ability to educate its children, through property to be taxed, as the town in the eastern part of the State. But the State has gradually turned to the seaboard. Half of the population of Massachusetts is to be found east of a north and south line fourteen miles west of Boston. The population has congregated, and wealth has been piled up, in certain areas of the State, leaving other areas with sparse population and meager wealth. With no financial assistance from without, the towns so depleted find it utterly impossible to maintain schools comparable with the towns and cities that have drawn to themselves much of the wealth of the State.

If one wishes to understand the exact situation, he needs but analyze relative property valuations of typical towns and cities in the State. Of the 38 cities in the State, the city of Boston has \$13,900 in property to be taxed for the education of every child in the average membership of its schools. The city of Methuen has \$3,988 for a similar purpose. It is not reasonable to suppose that the city of Methuen can, without increasing tax burdens until they are exorbitant, give the same educational opportunities to its children as can the city of Boston. Among the towns of over 5,000 population, Brookline has \$31,349 to be taxed, while in Northbridge \$3,029 is the amount. Here again, without support from other sources, it is simply out of the question to guarantee the children of Northbridge educational opportunities equivalent to those in Brookline. Manchester, with a property valuation per pupil of \$23,085, needs but to be compared with Blackstone,

with a property valuation of \$2,417, to show the glaring inequalities that exist in bearing financial burdens for education among the towns and cities of the Commonwealth.

A remedy has been suggested in a bill—Senate No. 351—submitted by the Special Commission on Education. This bill, a permissive measure, proposes, through State funds, a leveling up of the educational systems of the Commonwealth, and the making available annually of approximately \$4,000,000 of added revenue for schools. As a State, we are asked to answer the question: Are we willing to guarantee the children of this Commonwealth, wherever found, as good an opportunity to secure a sound education as is to be found in the best schools of the State? Massachusetts has been asked to go on record either for or against a larger measure of public support, through the use of State funds, for education. She has been brought to the consideration of a matter of public policy affecting the welfare of the State in the years to come. The largest measure of public discussion should be given this question, to the end that the will of the people may be intelligently known.

The world war has taught us, among other things, that a people becomes pretty largely what you teach it. One needs but to realize what Haeckel, Treitsche and Nietzsche, through their university chairs, taught the teachers of Germany's children, and what the teachers of Germany's children have taught them, to understand that a nation comes out upon the same level of national character as that upon which she builds her schools. Children who are taught to sing hymns of hate do not, when they take up arms as men, hesitate to do deeds that have made us shudder, and wonder if parts of the world have gone back into the jungle. Germany is the great laboratory demonstration of the proposition that you make of a nation what you teach its children in the schools. A sound philosophy of education, carried out through a system of schools, adequately supported by both the local committees and the State, is the best assurance of the future development and safety of our State and nation.

No more important consideration now faces our people than that of making the welfare of every child the concern of the Com-

monwealth. Massachusetts, a State that has never been remiss in her educational duties, once she saw them clearly, is called upon to make the schools of the Commonwealth her chief concern. Legislation is pending, which, if enacted, will place the teaching profession upon a sound economic basis, and so attract to it an adequate number of properly trained persons to accomplish the ends for which schools were called into existence and for which they are maintained.



Significant Movements in Middle West

A SUMMARY.

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THOSE of you who have traveled in the West, or even those who absorbed your childhood geography with diligence and patience, must realize that the Middle West is a favored section. Blest with a fertile soil and watered by the rains of the Mississippi, this region has inevitably become a second Garden of Eden—the bread-basket of the modern world. With such vast agricultural advantages it would be lamentable indeed if the Middle West had not realized some rural social developments worthy of your consideration and study.

Never before in the history of the world was the particular contribution of the Middle West so much appreciated as during the great crisis we have just faced. Wars are won by food, quite as much as by moral courage and ammunition, and who can measure the social and military effect of the moving streams of grain still flowing to the gates of Europe from the granaries of the Middle West? But let it be understood that the Middle West has made other contributions to the great world struggle of a less materialistic type.

Since this is an educational conference I desire to pass hurriedly to a discussion of educational movements. Yet no adequate understanding of educational or social activities in the Middle West is possible without some comprehension of its agricultural background.

The most significant agricultural development of the Middle West is the County Farm Bureau Movement, under which special agents are employed for the instruction of the people in agriculture and home economics. This movement is now fully developed in New England and throughout the entire country, but it origi-

ated in Missouri as a voluntary effort, and has been especially virile and active throughout the Middle West. To appreciate the influence of the Farm Bureau Movement let us consider the work in a typical county. Extension teaching for the entire population is provided, including men, women and children. Three leaders are usually employed, an agricultural agent for the men, a county home demonstrator for the women, and a boys' and girls' club leader for the children. The work of each agent consists largely of visits and consultations at the individual home and farm. Once a year a big annual gathering or county conference is held. Such a meeting brings together from five hundred to five thousand farmers and townspeople devoted to the best welfare and prosperity of their home county. The program continues usually from two to four days, with addresses and discussions of farm, home, school and community topics. In an adjoining room an exhibit of agricultural products and culinary masterpieces is generally arranged.

It is particularly significant that these great gatherings of farmers, called originally for agricultural purposes, have recently developed a keen social consciousness. This interest has led in most instances to the inauguration of state Conferences on Country Life. Iowa, Illinois, Missouri, Wisconsin and Minnesota all hold such state conferences annually. In Illinois an Illinois Federation for Country Life Progress, similar to the Massachusetts Federation for Rural Progress, has been initiated. Under this organization, annual state conferences have been held, a state program for rural improvement has been formulated, and the majority of the state's rural organizations have been federated and pledged to develop this program. Thus the state is regarded as a unit, a state policy and program for rural progress is adopted, and duplication, friction and waste on the part of the various state organizations and institutions is greatly minimized.

But to understand the Middle West adequately one must know the home and community life of the typical modern farmer. I have in mind such a farmer, about forty years of age, in a prosperous rural community in Illinois. This man and his wife are both scientifically trained, having attended the state agricultural

college for at least two years each. Their 160 acre farm of fertile Illinois prairie, valued at \$250 an acre, is a model of skillful management and scientific farming, as its big red barns, bursting granaries, machine sheds, well-kept roadways, and weedless fields, all testify. Surpassing other buildings in convenience and attractiveness is the house, built at a cost of six thousand dollars, thoroughly modern in every respect, and surrounded by a velvet lawn and stately trees. This community provides a large consolidated school, where the five children of the family are getting as good an education as is offered in the state. An active Grange, a Friends' Church, good roads, numerous social activities for both old and young, and friendly, intellectual neighbors, all enrich the community life of this farm family. Is it surprising that under such conditions young men and women of the Middle West are beginning to appreciate the opportunities of the farm and to find increasing satisfaction in its economic independence and advantage?

But the underlying motive in all rural progress throughout the Middle West, as elsewhere, is the desire of the average farmer to improve conditions for his children. His farm, his good name, his civilization, are all heritages to be safeguarded and bequeathed to the next generation. This attitude has given great impetus to the cause of education and the improvement of schools. Here the greatest contribution the Middle West has to offer for your consideration is *the principle of state aid to education*. The far-reaching significance of this principle and the benefits which would accrue from its practice in Massachusetts, have been clearly shown by the preceding speaker. As an example of state aid to education in full operation, let us consider the state of Minnesota. Here the legislature makes a biennial appropriation of about three million dollars, which is raised by a general state tax and distributed as state aid to all schools of the commonwealth, provided they fulfill the requirements and standards established by the state department of education for schools of their type. Under this plan rural schools fall into two classes, receiving \$75 and \$150 state aid annually; small graded or village schools may receive \$1,300, and high schools may get as much as from \$5,000 to

\$12,000. In the case of high schools, \$1,800 of this amount is a flat aid for high school ranking; \$1,000 is for the agricultural department; \$600 for manual training; \$600 for home economics; \$600 for commercial training; and from \$1,200 to \$2,800 for the normal, or teacher-training department; with additional sums for the supervision and assistance of nearby rural schools under a plan known locally as "association." Generous aid is provided, also, for consolidation, and with this stimulus Minnesota now has 300 fully standardized schools of this type. Under these conditions practically every boy and girl in the state can secure an elementary and secondary education worthy of the name. How impossible this would be except for the generous and strong arm of the state which reaches out to the most remote corners through this system of state aid.

In Minnesota the state control which accompanies state aid causes but little concern *because the system is not forced*. This money is made available under clearly-defined regulations, and communities are at liberty to take it or leave it as they prefer. But there is not to my knowledge a single community in the state which is not voluntarily meeting these requirements, so as to share in the distribution of this fund. Could stronger proof of the general attitude of the people on this question be asked?

Probably the chief reason for the popularity and support of public education in the Middle West lies in the fact that the schools are successfully striving to meet and serve the demands of modern community life. This new attitude is especially noticeable among the high schools of this section, which are now giving more heed to the demands of the people for practical social service than to the threats of the colleges, which formerly penalized students for failing to meet their academic standards. Even the higher institutions of learning in the Middle West, forced by the peoples' high schools, and led by the land-grant colleges of agriculture, have modified their courses and entrance requirements to meet these new demands and express their interest in rural life affairs. Being a normal school audience you may be interested in a brief reference to the rural service of Western normal schools. Most normal schools in the Middle West have recently organized

special departments of rural education for the training of country school teachers. At Cedar Falls, Iowa, this one department enrolls 600 students, has a special staff of 29 instructors, and uses 18 rural schools and 4 consolidated schools for practice teaching purposes.

In conclusion, permit me to cite certain grave dangers which the Middle West faces, notwithstanding its great prosperity and progress. One of these dangers—the chief one from a rural point of view—is that of tenancy and absentee landlordism. It is a most regrettable and significant fact that throughout the Middle West we seem to be tending toward a stratification of rural society into landlords and tenants. In Illinois forty-two per cent of the farms are under tenant management and rented mostly on one-year leases. The constant shifting of population thus caused destroys community spirit and solidarity, extracts rural leadership, and eventually wrecks all community co-operation and progress.

A second danger of the Middle West is to be seen in the type of rural leadership recently developed there. In no part of the country are farmers more capable, independent and aggressive than in this section. This self-assertion of country people is highly desirable, but the type of leadership accepted by our farmers is sometimes unfortunate. I might refer in this connection to the Non-Partisan League of North Dakota, which is regarded by many as a clear case of the exploitation of farmers under unscrupulous leadership.

But perhaps the gravest danger of the Middle West lies in its very prosperity. Material success often involves extremes of self-indulgence and creature comforts. To this lotus-eating fate, at least, many of our critics would assign the Middle West. But the war has changed all this. With thousands of men in France, and every family buying government bonds and sacrificing its daily stint of wheat for Belgian or Jugo-Slav, life has come to hold new meanings. One of these to the average citizen of the Middle West is our close national unity. Another is our international responsibility in world politics and European affairs. Thus is the Middle West awakening from its delusion of isolation and independence and beginning to realize and fulfill the large role it must play in the future destiny of mankind.

Review of Massachusetts Educational Survey

SENATOR GEO. D. CHAMBERLAIN, CHAIRMAN OF SPECIAL
COMMISSION ON EDUCATION.

WHEN our Commission was organized on the 18th of June, 1918, there was some discussion as to whether it would be advisable to begin holding hearings at once, or whether it would be best to wait until early Fall, and in the meantime apply ourselves to statistical and other office work. The latter program was adopted, in conjunction with numerous conferences, with individuals whose counsel we valued. With the exception of three weeks in August, the Commission continued at its task until the last week in January of this year. The epidemic of influenza made it impossible for us to carry out our original program. We made three different schedules for visits to various sections of the State, and twice had to change them. Our plan was to go into the rural districts to visit many of the country schools. One of the trips which had been carefully planned, contemplated visiting Springfield for an evening hearing, going there by train, and taking automobiles the next morning for Pittsfield, visiting on the way as many country schools as possible, and bringing up at Pittsfield in time for an evening hearing. We planned to hold evening hearings in North Adams, Greenfield and Athol, visiting en route several country schools. This, and other schedules, were disarranged by the prevailing epidemic, resulting in our having to be satisfied with acquiring our knowledge of rural conditions largely through correspondence, and from country superintendents of schools who were able to attend the evening hearings in cities and towns.

Surprise has been expressed by a few, that the Commission should recommend as large a number of bills as are found in the report. I have heard a few people say that we tried to do too much; in fact, in the report of the Commission, one of our number, in submitting a minority report, charges us with going outside the scope of the resolve and attempting too much. We, how-

ever, could hardly have done any less, and present any adequate picture of existing conditions and needs. The investigation covered such a wide field of endeavor that had we been given a year and six months for the survey, instead of a little more than six months, we would have had all too little time for doing what we wished to accomplish. We found many conditions needing careful investigation, but we could hardly do more than scratch the surface. In reporting the result of our investigations, we can only hope the Legislature will recognize the importance of the subject treated, and with a sympathetic study of the measures submitted, take favorable action on many of them. I will go hastily through the survey and touch on a majority of the subjects enumerated in the little abstract that many of you have seen.

I first will take up the question of raising the school age of children. I think we all feel that the age of fourteen years is too early a period for a child to leave school permanently. And do we not feel that the fourth grade as a minimum standard is too low? Certainly that is my own conviction. When the members of the Commission visited the Boston Continuation School and, in passing from one room to another, requested the superintendent to stop the machinery while we questioned the boys, the answers given convinced us that the time had come for an attempt at least to change the school program as regards the age at which children may leave school, and the minimum standard required of them. Many of the children questioned were in the fifth and sixth grades when they received their working certificates at the age of fourteen. Not a very good preparation for citizenship is it? It is not enough, as the Commission views the matter, hence the bill relative to Compulsory School Attendance.

Next comes the proposed compulsory continuation school legislation. We have, as many of you know, tried to get such legislation through during the past three or four years, and have always met with strong opposition. The Act passed several years ago is a permissive one, and the only city to adopt it thus far is the city of Boston. In Boston it was opposed by a large number of employers, and was adopted only after a determined fight on the part of those employers who felt it was an invasion of their rights.

There is substantial evidence that a considerable number of these same employers have changed their minds. Their attitude is now entirely different, and there is on record testimony showing that many of them now recognize the continuation school as profitable alike to employer and employee. There will be strong opposition to this measure. We need the combined, earnest effort of all classes of citizens to secure favorable action.

Vocational and trade schools are next on the list. I think you will agree with me that the situation in Massachusetts as regards this type of schools is very promising. We are making steady progress along these lines, and so the Commission make no definite recommendations in connection with this line of educational endeavor.

In the matter of vocational guidance, we do recommend that it be given serious consideration. The men and women who can meet the demands of a comprehensive program for vocational guidance are few in number, but the possibilities of the undertaking are so rich in promise that no effort should be spared to put it in operation in the immediate future. Prof. Parsons, before he died, had demonstrated what an earnest, devoted man can accomplish in the way of helping young men to find their niche in life. The world is full of misfits—men doing far less than their best work—because some one at a critical moment failed to do a little steering. The State can do no better conservation work than assisting her youth in finding the work they are best fitted to perform.

The proposed bill on Physical Education and Medical Inspection is an important one. There is no disagreement as to the need of systematic physical training in our schools. The Commission first planned to present two bills, one on physical training, and one that would amplify the present medical inspection law, which law, by the way, is at present a good deal of a joke. We finally put the two measures together, and now find opposition. For instance, our Christian Science friends say, "We are very sorry, but even at the risk of losing out on physical training, we shall be obliged to oppose the bill, linked up as it is with compulsory medical inspection, because we do not believe in the latter. We do believe in physical education, and would like to help." The

measure may be endangered by the desire on the part of some people to attach to it something in the way of compulsory military training. In the opinion of the Commission this should not be considered for a minute. If we were to adopt military instead of physical training in our schools, where would the girls come in? and they need physical development quite as much as the boys. It is immensely important that the physical education and medical inspection bill be passed. It may be that, following the public hearings, it will seem wise to separate the two matters, and we will do so if need be; but we must get something through this year in the way of physical training legislation.

The University Extension work which has been developed year after year during the four years it has been in operation, gives promise of continued growth and service. The work of this department of education extends to every section of the commonwealth, ministering to a constantly increasing number of men and women eager to add to their more or less limited stock of knowledge. I believe there is a great future for the department, and I feel sure that those of you who have watched the growth of the work have been greatly pleased with what has already been done. It, however, is not meeting all the needs of the rural communities, as so many seem to think it is. Some of our citizens who oppose the General School Fund bill on the ground that "Massachusetts is taxing all we can afford to pay," speak of the work of University Extension as if they thought the rural needs are being satisfactorily met by the department. Larger appropriations will be needed in the near future if the State is to meet legitimate demands.

The Commission submits a bill in the interests of the State Minor Wards. We have made provision in the bill for taking care of a situation which is peculiar and tragic. The State takes these children, and although it is supposed to be looking out for their welfare, at the age of fifteen years they cease to have a claim on any one for further education. The State cannot help them under existing law, and the towns in which they happen to find themselves do not recognize any responsibility in the matter, so there has been no provision made for giving these children, at

public expense, any further elementary, high or vocational education after they have reached the age of fifteen years. If we believe in equal opportunity for all the children of the State we must enact into law some such measure as the one submitted.

One of the educational bills defeated several years in succession is the State Certification of Teachers bill. Our state is almost the last to adopt such a measure. Our Commission submits a bill with the hope that the Legislature will awaken to the importance of the matter and enact it into law. The bill will not apply to teachers at present employed in the State, but, with the exception of Normal School graduates, all persons hereafter employed in the public schools will be obliged to pass an examination as to their fitness for teaching. A higher standard must be maintained in the profession of our public school teaching, if we would attract to our public schools the type of men and women we need. The bill considered last year included provision for a minimum salary law. The salary matter was considered separately and finally reported favorably in a separate bill establishing a minimum salary of \$550. The bill went through the House, came to the Senate, where one of the senators tacked on an amendment exempting those towns having a million valuation or less. The amendment was adopted in spite of strong opposition, and the bill was signed by the Governor. Thus many towns most in need of a minimum salary were left to their own devices. This year we find a bill introduced which aims to exclude all communities having two million dollars or less of valuation, and the proponents of the measure argue that the small towns cannot afford to pay \$550. They insist that "plenty of good teachers can be secured for salaries as low as \$300." It is apparent that some towns must be protected against themselves.

Judge Sullivan, chairman of the Boston School Committee, told us at one of our hearings that one of the most serious school problems in his city is that of truancy. There were over 2,500 cases in Boston last year. At hearings in Pittsfield, Springfield and Greenfield the same stories were told. In the remote districts in country towns truancy is causing a great deal of trouble. The local truant officer of a town, knowing every man in the community,

hesitates about going to Farmer Jones and saying, "Jones, your boy must go to school." He knows that Jones kept the boy at work on the farm. This thing occurs once, twice, three times, and still he hesitates to bear down hard on Jones, because he has always known him and he does not wish to "create hard feelings among the neighbors." Farmer Williams' boy is absenting himself from school, and that little matter is handled in much the same way, with the result that truancy soon becomes a habit in that community. It was suggested that if there could be a State Truant Officer, who would occasionally bring the local truant officers together in conference, great good would result from an exchange of experiences, and suggestions and encouragements from the state official would insure improvement all along the line. There would be this added benefit, that when there occurred a case of truancy impossible for local men to handle, notification to the state truant officer would result in a communication sent from the State House to the parents of the offender, which would carry more authority than would any communication from a local officer. The Commission submits a bill to create the office of State Truant Officer. It is receiving opposition and some very peculiar reasons are given for opposing it. One of the reasons is indicated by a question asked at a meeting the other evening, when a man representing the opposition wished to know what we meant by "proposing a state truant officer." He asked whether this officer could "come from Boston and carry off the little boys and girls because they do not go to school?" Somebody had instilled into that man's mind the idea that the strong arm of the law, in the person of a state truant officer, would drag children over to Boston, and he did not know what would happen to them after they arrived there. The State Truant Officers' Association has voted unanimously to support the measure. The members feel that great good will come from such legislation.

The state is doing some excellent educational work in our public institutions, but there is room for improvement, and our recommendations contemplate a more comprehensive plan of procedure.

The state is spending \$150,000 annually on the education of the deaf, and liberal appropriations are made annually for educat-

ing the blind. The State Board of Education has in the past asked for appropriations with which to employ agents whose business it would be to ascertain whether the state is getting value received for the money expended on the deaf and blind. We recommend that the Board be authorized to employ such assistants as may be necessary to properly check up these expenditures.

Dr. Walter E. Fernald, superintendent of the Massachusetts School for the Feeble-Minded, and Dr. George L. Wallace, of the Wrentham State School, are both in need of special funds with which to employ a sufficient number of follow-up agents to look after young men and women who may be released from those institutions. Many of these young people can in large measure pay their own way by being allowed to engage in work suited to their various capacities. As pointed out in the report of the Special Commission on Education, there is reasonable expectation of their being able to perform certain kinds of work, provided suitable persons in the employ of the State are empowered to keep in touch with them and see that they are protected against exploitation. "The State should not rest content without information given it by agents employed for the purpose of determining how these charges of the State are getting along." Preparing these boys and girls to do the best they are capable of doing, and then allowing them to do it, is the educational opportunity due them.

Our county truant and training schools for boys and girls should offer greater educational opportunities to their pupils than they do at present. Many of these young people are where they are through no fault of their own. Many of them have possibilities for useful citizenship which the state is bound to develop to a far greater degree than is done at the present time. Money expended in so training these children as to insure their return to society, when the time arrives for their release, with a better appreciation of their obligations as citizens, will be money well expended.

The state system of agricultural education is sadly lacking in uniformity. There is need of co-ordination in this branch of educational endeavor. In addition to the state agricultural college

at Amherst, we are maintaining several agricultural schools, and the state, as you know, is expending money in connection with the county farm bureaus. We are teaching agriculture in some of our high schools. Considerable educational effort is being put forth along the line of extension work; the major part of this is being done from the agricultural college at Amherst, but to some extent the university extension department has undertaken to meet local needs as they have developed. This, you will see, represents considerable activity on the part of the state in agricultural education, but there is no clear-cut program, and we strongly urge that this matter be taken seriously in hand and the existing fault remedied.

The Commission's bill on the Massachusetts School Fund presents a plan for a more equitable distribution of the income of this fund, which amounts annually to about \$208,000. The present system of distribution is far from satisfactory. Some towns in great need of help are receiving very little assistance, while some wealthy towns are getting far more financial help than they are entitled to. Indeed, it is a question in the case of two or three communities now receiving aid, whether or not they should receive a single dollar. Our bill will doubtless be opposed by towns whose allotment is likely to be reduced by a new method of distribution, but justice demands its passage.

The General School Fund bill reported by the Commission is a measure of great importance to public school education in Massachusetts. This bill provides for the creation of a fund of \$4,000,000 for equalizing educational opportunity throughout the state. One immediate result of the passage of this measure will be to insure the paying of higher salaries to public school teachers throughout the commonwealth. The enactment of this bill into law will bring about a great change in some of our rural schools, where, at present, the quality of teachers is far from what it ought to be. There are towns in Massachusetts so poor that they are unable to pay salaries sufficiently high to secure teachers of even ordinary ability. Where this situation exists, and it is demonstrated beyond a doubt that the town has done all it possibly can do financially, the state should and will make up the difference

necessary to insure to the children of that town instruction by efficient and stimulating teachers. If Massachusetts is to guarantee to every boy and girl an equal opportunity for a good elementary education, then Massachusetts must establish an equalization fund of sufficient size to guarantee financial assistance where such assistance is needed.

We are going to have strong opposition to this bill, and one of the strongest opponents is the city of Boston. Mayor Peters went to Governor McCall, when the Governor was considering his appointees on the commission, and asked that Boston have a representative. He said, "We wish to guard against any legislation that will increase our taxes. Boston pays such a large proportion of the state tax that we must protest against any educational legislation that will increase our tax burden." Governor McCall, in response to Mr. Peter's request, appointed a Boston man on the commission, and this gentleman is one of the dissenters and submits in our report an adverse report on the general school fund. His argument reflects the argument of Mayor Peters, that "The Massachusetts schools are pretty good on the whole," that "We have done pretty well in school matters and are recognized as leaders." This, in face of the fact that we know we are not leaders in educational matters. Unquestioned evidence came to the Commission that Massachusetts is no longer a leader and has not been a leader in educational matters for a number of years past. Boston has fifty or more representatives in the House, and that group of men, if opposed to this bill, will greatly endanger its passage. We are hoping that before the time comes for voting on this particular measure we shall be able to reach the Boston business men and make them realize that it greatly concerns Boston whether or not the state is doing all it should do for educating the boys and girls in the country districts. Representatives of Boston have said on more than one occasion, "We are sorry for the hill towns and the Cape, but it is not any affair of ours whether good schools are being conducted in those districts. We have troubles of our own and ought not to be expected to bear the additional burden represented by extra taxation for the support of schools outside of Boston." In reply to this statement, made by prominent Boston

men a short time ago, I replied, "You may have troubles, but you will have more troubles if you do not awaken to the need of larger opportunity for the children in our rural districts. The boys who are in the hill towns today are in Boston and Springfield tomorrow, running our city affairs and taking part in our community life, and it is of the utmost importance that we do everything we can to prepare them for the right kind of citizenship and thus bring into our communities men who are properly equipped to do intelligent service wherever they may be placed."

The situation in our normal schools is anything but satisfactory. In the first place, these schools are not being utilized as they should be. There ought to be a larger number of young women entering these training schools, if we are to meet the demands as they arise for trained, efficient teachers in our public schools. We, however, cannot expect to get the number or quality of pupils necessary until the State establishes a minimum salary that insures to every teacher in the commonwealth at least a living wage. Having established this minimum salary the State is in a position to remedy an existing evil that should no longer be allowed to continue. Many of the graduates of our normal schools never teach in Massachusetts. They either do not teach at all, or upon graduating they go to some other state where the salaries paid are larger than those paid by many cities and towns in our own commonwealth. Thus the State, having expended a considerable sum of money in educating these teachers, receives no direct benefit in the way of service. Our Commission believes that the State is entitled to some consideration at the hands of those whose four years course of training has cost them nothing. The Commission recommends that the Board of Education postpone issuing diplomas to graduates of a State normal school until at least two years of service has been rendered by them in the public schools of Massachusetts.

In closing, I wish to refer briefly to the proposed reorganization of the Board of Education. The present board consists of nine members appointed by the Governor, and a Commissioner elected by the Board. This means that the Commissioner, although the

educational expert of the Board, is merely its agent and derives his power from the Board alone.

A careful study of the situation led the Special Commission on Education to the conclusion that a State Department of Education organized on somewhat different plans than is the present Board, will best meet existing and future needs. Testimony at many public hearings, correspondence from all sections of the state, and interviews with individual educators, both in the state and from beyond our borders, argue for organizing in such a manner as to centralize authority, give generous latitude to a trained leader, and to hold such leader responsible for results.

The proposed bill provides for a State Department of Education, to consist of a Commissioner of Education and a Board of Education made up of nine persons to be appointed by the Governor; the Commissioner of Education to be elected by the Board of Education and to hold office for a term of five years. It is proposed to transfer the powers now vested in the Board of Education to the Commissioner. He will be the administrative and executive head of the department. The Board will act in an advisory capacity, as do the board members of the Departments of Mental Diseases, Prisons, and Public Health.

A more uniform state system of education than now exists is necessary, if we are to greatly improve present conditions. The time has arrived for standardizing education in Massachusetts. A trained educator, held responsible for the successful conduct of a centralized system and given reasonable powers of supervision, is bound to produce results such as the people of the commonwealth want and such as can be obtained in no other way. The public schools of the state vary in degrees of efficiency and in educational standards. The Commission feels it to be of the utmost importance that our public schools be of such a uniform character as regards courses of study, that it will be entirely possible for a resident of a city in one section of the state to move with his family to another part of the state and meet with no inconvenience or embarrassment in placing his children in the graded schools of the city in which he takes up his new residence. Information came to the Commission regarding serious loss of

time sustained by children as a result of change of residence. Owing to lack of uniformity in school standards children may easily lose six months of time, while the loss of a year of time as a result of transfer is by no means an unheard-of thing. A uniform standard of public school education properly maintained throughout the state is simple justice to our boys and girls. It is time for Massachusetts to follow the example of other states that have incorporated in their educational laws a program similar to the one set forth in the reorganization bill submitted by our Commission.



Testimony that Challenges

(Illustrated upon the Screen by the Stereopticon.)

LAWRENCE A. AVERILL, PROFESSOR OF CHILD STUDY AND
HYGIENE, STATE NORMAL SCHOOL, WORCESTER, MASS.,
EDITOR OF AMERICAN JOURNAL OF SCHOOL OF HYGIENE.

FOR a long time this school has been interested in the problems of the rural school, especially from the viewpoint of teachers. Early in the present school year it was determined to conduct an investigation which should answer the questions: Is teaching in the country unattractive? If so, why? How does teaching compare with other professions and occupations? The investigation was given added point to by the knowledge in our own minds that it is often difficult for rural superintendents to secure competent teachers for the small schools.

In order to get at the matter advisedly, each of the state normal schools in this country which maintains courses in rural education—of which there are approximately 100—was asked to submit names and addresses of 20 of their graduates who are teaching successfully in such schools; and also of 20 more who had taught successfully, but who are now engaged in other occupations.

To the persons thus suggested our questionnaires were mailed.

In the brief time assigned for this discussion it will be quite impossible to present all the facts learned.

Therefore, I have classified the returns into seven groups, and have taken three or four statements typical of each group to throw upon the screen. That means that behind the spirit of each of the 22 statements which you are presently to see are several hundred sponsors, and all of them successful teachers. In other words, 200 teachers, scattered over 21 of our 48 states, are about to address you upon seven distinct matters pertaining to rural schools and rural school teaching.

Unfortunately the screen cannot talk in the literal sense to you.

If it could, you may be sure that the 200 voices of these 200 teachers would be even more insistent and compelling than they can be made to appear visually upon the screen.

The testimony which they have to submit to you is not only composite, but direct and clear.

The first educational delinquent whom I shall summon to the bar for his wrong-doing shall be the parent himself, or the parent herself. Necessarily both will be compelled to speak through the mouth of the teacher. That, however, does not imply that his shortcomings will be in any way overdrawn, nor his virtues shortened. Let me remind you again that all of this cloud of witnesses who you are about to hear are teachers who have been found by long experience to be tried and true.

1. *I feel in the district where I teach that half the public is sympathetic with and appreciative of the teacher's work—the other half bedgrudges her even her pay.*

These teachers all very frankly state that many of their patrons are all that could be desired in the way of appreciation and helpfulness, but that there are many others who are so conservative, or so deeply asleep, as one teacher expresses it, or so critical of all the teacher's finest efforts, that teaching in their midst becomes often positively disagreeable.

2. *Parents are themselves responsible for many of the unpleasant phases of rural teaching. They often talk disparagingly of the teacher and her methods before their children.*

There is perhaps nothing that can so undermine the morale of any organization—be it army, church, or school—as the disparaging remark, the careless allusion, the thoughtless reference. You would be surprised, I am sure, to note how common is this reaction of these teachers.

3. *So many parents have no esteem whatever for the teacher, and do not try to help her. Every trivial affair of the school is disclosed at home, until a trivial matter becomes the talk of the community.*

Here is another similar in vein to the preceding.

4. *In the rural districts teachers are too apt to be looked upon as a people set apart, and are expected to be as prim as though*

they had been born on the Mayflower. I was actually criticized for playing basketball with the boys, and when I went to a dance many good people of the community turned their heads and would not speak to me at the church.

Needless to say, this reaction is made by one of a group of the younger and more vivacious teachers. A fundamental fact is hit upon, however. Your modern teacher, just out of training-school, has something of the fine spirit of the athlete, seasoned and graduated, it is true, by a considerable sense of modesty and propriety. Her heart is young enough and her good insight into the essentials of a compelling teacher of children keen enough to justify her even to the point of playing baseball with her boys or going to a local entertainment. I am reminded here of another teacher who, because she dared to migrate from the schoolroom on a warm June afternoon and held her class under some trees in the corner of the yard, very nearly lost her job, and did quite lose her good standing among certain of the good people of the neighborhood, who conceived the school as not keeping when the children were not safely herded and penned with the four walls. It is this critical attitude which makes our returns teem so often with positive rebellion against the unsympathetic parent.

The second group of reactions from these 200 teachers centers around the head of the superintendent.

5. *Many superintendents do not have life enough to hold meetings where the teachers can meet, exchange ideas, keep in touch with the work of other teachers in the same system, and discuss questions of mutual interest.*

The superintendent seems to be one of the chief storm centers about whom the teachers in our questionnaire pour out their wrath and indignation. Fresh from normal schools, often, *young* teachers in particular feel almost lost when they take up their duties under a superintendent who is of the inactive and non-progressive type. I feel compelled here to call attention once more to the fact that our returns come from 20 states in the union, and that very few of them are from Massachusetts. This word of explanation may serve to put us all at our ease.

6. *In case of good, faithful service on the part of an employee,*

the superintendent in a store, office, etc., would doubtless show his appreciation and approval by praise, which tends to inspire all of us to do better work. Should not the same rule work in teaching? How many rural teachers ever get that inspiration from their superintendents?

After all, teachers are but human, and a judicious word of praise from their superiors will often work wonders. Notice, I said *judicious*.

7. *Every farmer knows that a horse, even a willing one, must be sufficiently fed, have a comfortable stall, a suitable harness and driver, and a load tempered to his strength, if he would have him wear well. How many superintendents know as much about their teachers?*

It is a common note all through these returns that the superintendent takes too little interest in his teacher; that while working in the same system and toward the same goal, they seem to have little in common.

The next slide is a striking one.

8. *What the profession needs is superintendents who have backbone enough to uphold and support their teachers. During the recent influenza epidemic the teachers here, although quite able to resume work at any time, were refused their wages and the superintendent did nothing for them.*

This is, in reality, but added striking of the same note—lack of interest which many superintendents have in their teachers. According to our returns, he is often too timid to stand out before the school committee for the rights of his teachers. There has been recently appearing in the *Boston Herald* a series of letters dealing with this very matter of the niggardliness of school authorities in the matter of refusing an hour's pay to teachers whose schools were closed for 60 minutes for any reason. Our teachers who have made reply to the questionnaire in many cases call attention to the custom of business men to give their employees special bonuses at Christmas time, special free medical attention, etc., and they feel that, since school authorities never are thus liberal and courteous to their employees, it hardly behooves them to dock 60 minutes' pay.

9. *Last winter I was in the Government service in Washington. Nearly every girl in my room had been a teacher. Each one of them said emphatically that teaching was much more interesting, that it kept one alive and growing. At their salaries, however, none could save anything for the future. This is the "unpromising outlook" that drives so many teachers from the profession.*

Of the hundreds of returns received, there has not been one that has not cited the meager wage paid to teachers as the most important cause back of the present dearth of interest in the teaching profession. Many a teacher who has now left the work laments that she loves teaching, and would never have left it had a living wage been possible. Particularly bitter is the reaction of the married man teacher, who protests that he could not bring up his family even in a semi-respectable way upon his salary as a teacher. Hence he has, with no little regret, left the profession. I tell you, ladies and gentlemen, there is not only a sad professional tragedy behind every such protest as this, there is also behind it and in it the story of years of training and valued experience thrown away when the teacher, no longer able to make two ends meet, is forced to enter business. Fancy the business men pouring into the teaching profession during a prolonged business depression. It is a far easier and simpler matter for the business man to pour a little water into the stock and then live in that hope which springs eternal in the human breast.

10. *Why should a girl spend her time in some isolated country school far removed from social recreation and amusements, when even after six months of intensive business training she can command \$20 or \$25 in office work?*

Obviously this protest comes, too, from a group of young teachers, but the pointedness and justice of the criticism cannot be denied.

11. *It was quite impractical for me to accept a position to teach, which I was offered at \$50 a month, when I was offered at the same time \$75 in a railroad office. I had worked three months in the latter position when I received an increase of \$25 per month. Such an occurrence during my teaching years would have given me a bad case of shell shock.*

You see, ladies and gentlemen, despite the limitations of their

profession, teachers do not lose entirely their sense of humor. And yet the situation which this statement points out has in it too much of the tragic to be humorous. Shell shock, indeed!

12. *Here, in the West, the compensation for teaching is as good as it is for any other vocation.*

I insert this slide, because it hints at a very interesting fact. It is this: The wage scale paid to teachers in the East, and particularly in New England, is far inferior to that maintained in the West. It is reported recently in the press that there is a bill pending in the legislature of Arizona which will make the minimum wage of teachers in that State \$1,200, and here in Massachusetts we are sailing in pretty shallow water when we propose, as we are this year doing in the Legislature, to make the minimum \$650 in this State. There is another difference: the Arizona minimum is likely to be adopted, whereas the Massachusetts one is not.

13. *Boarding conditions offer another difficulty. So often teachers are made to feel that they are taken in, like charity patients in a hospital.*

Here is one of the criticisms that is all but universal in our returns. The statement is made time and time again, that the most desirable families positively *will not* board the teachers, and that, in consequence, they are compelled often to board among people who are not only not congenial, but who are positively disagreeable in many ways.

14. *Boarding places run a close second behind salaries as making the teaching of rural schools unattractive.*

This criticism is universal among rural teachers who have responded to our questionnaire. Give us good salaries and good boarding places, they cry, and we shall be ready and content to throw our best efforts into our work. In this respect, it appears from the returns, that educational progressiveness, which was once centered so exclusively in the East, has been transplanted into the great, progressive Western states, many of which already are erecting teacherages, or homes for their teachers, and are, in consequence, attracting some of the best teacher material into rural education. Nor is this the only respect in which the West is now leading the way.

15. *In Maine, three-fourths of the rural schools are unattractive, and about half the teachers dislike their profession.*

It might be explained that the statement now before you on the screen has a broader significance than appears from the wording of it. The teacher who framed it is an educational missionary in one of the poorer sections of the Pine Tree State. In her discouragement and the limitations of the professional horizon, she arbitrarily condemns three-fourths of the rural schools of her state. Whether the figure should be one-fourth or three-fourths, or yet nine-tenths, is beside the point. What is significant is the point of view expressed. The same statement might have been made by a rural teacher in nearly any other state. There can be little doubt of the truth of the remark. Could the same statement be made with equal truth of the rural homes, the rural business houses, the rural churches? I trow not.

16. *If the teacher could walk out at five o'clock and leave all else behind her, it would be a great inducement to join the profession. But instead, she must spend her evening in writing out detailed plan books, correcting papers and hektographing seat work, which could and should be furnished, but which never is, in a rural school.*

I shall take the liberty of passing over the first part of this statement, not because I question the justice of it in the case of the teacher, but because on general principles, I am averse to arguing in favor of a bolsheviki day in any kind of labor, be it laying bricks, running a railroad, or teaching school. In the last part of the statement, however, there is pointed out a very grave handicap to good and consecrated teaching. It is the universal testimony of these very frank teachers who have done us the courtesy of replying at considerable length to our interrogatories, that the equipment of our rural schools in the way of illustrative materials, seat work, maps, etc., is not only meager but wretchedly so. It appears that the smaller schools have not yet awakened to the necessity of modern equipment and apparatus. Consequently, young women leave our normal and teacher training schools filled with something of the enthusiasm and vision and modernity of the profession, only, in too many instances, to find themselves unable

to work out their ideals and realize their visions in a school which is lacking in the fundamentals of equipment. That situation should only serve to stimulate them to overcome obstacles, you suggest? So indeed it should, and would, were it not for the fact that where so many things are lacking over-stimulation of the negative sort is likely to result.

17. *A clerk or office worker has always a chance for promotion to a position of greater responsibility. To the average teacher, however, there is only the hope of an occasional change in grade—which would not necessarily be either successful or advisable—and, once the maximum salary is reached, there are scant opportunities of increasing either responsibility or remuneration.*

Here is perhaps a concomitant of teaching which, from the very nature of the profession, can never be eradicated.

I wish, finally, to bring before you the difference between the real consecrated, constructive teacher, who loves her profession and injects into it her whole personality and her whole life, and that other type of teacher who, despite our highest ideals, continually upheld in normal school, lacks the professional enthusiasm and the whole-hearted purpose of the real teacher.

Here is a characterization made of the latter type of plebian teacher by the group of mature, whole-hearted teachers who stand for just the opposite ideals in teaching.

18. *Under present conditions teaching has too many of the unmistakable characteristics of a missionary enterprise, in which self-sacrifice is the predominating note.*

Here is a typical reaction made to the teaching situation by your successful teacher who has tired of the self-sacrifice and has left the profession to enter the world of business. It is a note which is struck rather insistently in our returns, both by the sometime teacher and the present active teacher. The self-sacrifice referred to includes poor salaries, bad supervision, undesirable boarding places, meager equipment, and the various other limitations of our rural teaching already referred to.

In contrast with this type of teacher, however, and with the preceding, our returns are filled to overflowing with the solid, plain, common-sense idealism so characteristic of the teacher who is a teacher because it is her passion and her life.

19. *I think the school buildings and grounds are generally unattractive, especially to young girls, but I believe that if the teacher would stay longer in one school and give her best service she would be able sooner or later to get better surroundings.*

This is the note of maturity and experience and consecration that I have referred to already. It also gives point to another very common situation, viz., the teachers who lack any particular interest in rural education and rural life, and who pass their test-year in the country with the best possible grace in order to get into the schools of the cities and larger towns. From this itinerant type of teacher rural education has little to hope.

20. *There is great satisfaction in building up your own little school system, in exercising your own individuality, and in being more than a cog in the wheel of some highly centralized city system.*

Contrast this type of teacher with the one just referred to, who has no interest in any life which is not urban. The spirit of independence, of investigation, of originality, of happiness, in this teacher, will go far towards making the field of rural education blossom as the rose. Who shall deny that one's highest self, one's finest visions may be worked out and realized best in the school where one is thrown wholly upon her own resourcefulness?

The same conviction is expressed in the last slide.

21. *I believe that when a teacher is well trained and wide awake she can go into any community and make herself so essential to that community that better conditions of all kinds are bound to come.*

This is the spirit of the fighting teacher, the teacher who first is shown the way, then *wills* and *does*.

In concluding this survey of our study in rural teaching, it is hardly necessary to point out that until there is some considerable participation by the state as the great equalizer of educational opportunity there can never be the fullest revival of the country school. Our returns fairly cry out two things: (1) rural schools must have better superintendents, better equipment, better teachers. And (2) rural schools must have more money in order to make all these things possible. Massachusetts, it need hardly be noted in

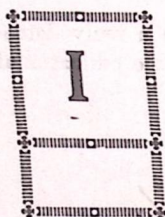
passing, stands at the very bottom of the 48 states in the relative amount of support which as a State she gives to her public school system. It is devoutly to be hoped that the day is not far distant when Massachusetts may once again hold up her head and, with new educational ardor similar to that of the old colonial days, may once again be a leader and an example in this most important field.

State participation in education is inevitable in a truly democratic state where each child is guaranteed the same educational opportunity as is guaranteed to every other child.



The Importance of State Aid to the Future Citizenship of the Commonwealth

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LOWELL, MASSACHUSETTS.



AM compelled to talk rather briefly and, I am afraid, rather sketchily, on the topic which is assigned to me this afternoon, "The Importance of State Aid to the Future Citizenship of the Commonwealth." You will note that the word "citizenship" seems to be the word stressed in that topic, and inasmuch as it is the idea of "citizenship" that differentiates this topic from all the others, I am going to talk accordingly on citizenship, the need of training in citizenship, and the conditions that must be brought to pass in this Commonwealth before that training can ever be put on a practical basis.

My first thought on the subject is that the very safety of these United States, and the very perpetuation itself of popular government and of democracy in these United States, depend on the intelligence and on the vigilance of the body of our citizenry. That is a very obvious statement. We hear it said again and again and again. But though obvious, it is everlastingly true, and it needs to be emphasized in this particular crisis and more and more emphasized within the next score of years. We talk glibly about making the world safe for democracy, and our soldiers have fought for two years to do that thing. But making the world safe for democracy is not simply a matter of fighting and finishing wars and then making treaties and tumbling autocracies into the dust. That is not the whole proposition by any means. Democracy will never be truly safe until democracy is safe in the minds and hearts of men as it has never been safe before, until the men of this country and the women of this country are convinced that it is not only a proposition of fighting to make democracy safe, of dying to make democracy safe, but it is a proposition besides of

The Importance of State Aid to the Future Citizenship 629

living to make democracy safe. Now, I submit, with all due apologies for the lack of originality of the utterance, that we have not been living in such a way in this country as to make democracy safe. We have not been paying very much attention, as a matter of fact, to democracy at all, or to our democratic form of government, or to our political institutions. We have taken them for granted; we have, seemingly, assumed that democracy and our democratic institutions are absolutely fool-proof propositions that will run on automatically, and somehow or other bring to pass, with no effort on our part, that perfect state of society that is the concomitant of the democracy of our dreams. Now, that is not so. If democracy is going to do that, then the great body of the American people must work to make democracy efficient, and we have not been doing that. We have been interested in politics, of course, but our idea of politics is that of electing men to office and then generally forgetting they are in office, and our government in city, state and nation goes on its own sweet way. It is, I am sure, needless to become eloquent on this point in this company. I do wish, however, before going further, to insist that we must come to the conviction that in this country, if democracy is to be safe, we must live for it; we must think of living for it in terms of devoted, loyal service. And we have not been doing that in the past. We have been selfishly occupied in the business of *getting a living*, and we have not been occupied with the other idea of doing something for this country which has done so much to enable us to get that living. But it is imperative that our viewpoint be changed. The note of the next twenty years must be not so much that selfish note of getting something from the country, but the note rather of doing something for the country—the unselfish note of service.

Now what has that to do with the schools? If the citizenship of the next twenty years must be a citizenship that believes in democracy and is convinced that it must do something to make democracy safe, then what is the mission of the schools?

In the first place, it seems to me that our schools must teach more consciously than they have taught in the past, citizenship. Our schools must take upon themselves consciously the duty of

training in citizenship. Have we done that? I am inclined to doubt it. I do not mean to intimate for a single moment that in the ordinary good school of today—and there are hundreds of them all round us—children are not being taught those habits and attitudes and ideas and ideals that make for good citizenship. It would be folly to gainsay that. But it is true, nevertheless, that there has been little conscious attempt made to teach what citizenship really means, not only its rights and privileges, but its duties and obligations as well. There has been little conscious attempt to do that. And we must come to that. We talk very glibly about commercial education and industrial education and physical education, education of defectives, and so on. We have all kinds of objectives, but we have not been talking, until very recently, about education in citizenship, and yet one of the finest services that a public school can perform is the service of turning out a supply of intelligent, earnest boys and girls who will become the intelligent, earnest men and women of the next generation, shot through with the conviction that citizenship in our American democracy is a priceless boon. We have not been talking about training in citizenship, but it is interesting to know that at the last national convention of the Department of Superintendence at Chicago the whole tone of the program seemed to be dominated by just that note—training in citizenship. In former years we were told at these conventions how to teach this, and how to teach that, and how to teach the other subject in the school program. In 1912, if I don't mistake, the whole program was given over to measurements. The next year the main theme was the question of economy of time—how much time shall we give to this subject, and how much time shall we give to that subject; and the emphasis seemed to be on teaching subjects to children. But the emphasis this year on every program was very, very different indeed. It was not how to teach subjects to children, but how to teach *children*, and the papers and discussions—literally dozens of them—brought out the idea that it was the business of the teacher, *through the medium* of subject matter, and school activities, and the life of the school, and everything connected with the school, to foster the growth of those habits and attitudes, those ideas and

ideals that make for right-minded citizenship. How to make children understand that democracy involves responsibilities as well as rights—how to induce children to respect the rights of others—how to teach pupils respect for properly constituted authority—how to teach pupils faithfulness in the discharge of responsibility—such topics as these were expounded again and again. The educational philosophy preached at Chicago this year was that philosophy which sees as the goal of the educative process, not the acquisition of knowledge, but the development of character. This is hopeful, because good character and good citizenship go hand in hand.

But now to be more specific. We must strengthen our teaching of citizenship by teaching more skillfully those subjects that are most weighted with civic connotations. Consider, for instance, the question of the teaching of civics itself. We have given it rather scant attention. Until very recently this subject has been allotted probably one period weekly in the school program, and the procedure has been to read from a text-book some information either about the machinery of government or the functions of various governmental agencies. The past two years have seen the promise of better things, both in the character of the texts that are being published and in the general trend of classroom practise. But we have still a long way to go. Civics cannot be confined to an isolated period in the week's program. Civics must not be taught merely as a matter of instruction either on the machinery of government or in the functions of governmental agencies. Real civics teaching has for its objective the acquainting of pupils with the principles and ideals of American citizenship. And this must be done not primarily through preaching and teaching on the part of the teachers, but rather through action on the part of the pupils. The school that really teaches the principles of democratic citizenship will be itself a democracy, and in its corporate life the child will have a chance to practice these habits of good citizenship. A man learns how to be a blacksmith by being a blacksmith. A child learns how to be a good citizen by being a good citizen, in school. The school that furnishes him with this opportunity, however, will be of a type different from those that we have known

heretofore. It will be a school of the "socialized" variety. Such a school will teach civics not for the facts of civics, but for the "values" of civics, and the end will be not knowledge-getting, but "habit-forming." Such a school will teach history, too, not as the dead record of past events, but as the record of events that have a very live importance, in the sense that they interpret and influence our present-day life as citizens. The "project method" in the teaching of history is just around the corner. And so, too, with such a subject as hygiene. Education in citizenship demands that we teach children healthy living as one of the duties of good citizenship, the objective here also being not knowledge of hygiene but practice in healthy living, both in school and in the community. Further illustrations on this point are probably not necessary.

Now, what does all this mean? What has it to do with my subject of the afternoon—State Aid for Training in Citizenship? Let me say in passing, that it is a comparatively easy proposition to teach school, if we think that the end of the educative process is just the business of teaching something or other to children; but if we think that education is a very much bigger thing than that, if we think education is the business of somehow or other inculcating in children, through the medium of the school, and through the medium of the activities of the school, those habits and skills and attitudes and ideals that make for good character and so for good citizenship—if you think that is the end of education, and I certainly think it is—then the kind of teacher that is to dignify such a performance must be a splendid teacher indeed. You cannot turn over that kind of performance to twenty-five hundred girls who never saw a normal school—and if I am not mistaken, there are twenty-five hundred or more young girls in this State of Massachusetts teaching school who lack normal training. You cannot turn over that kind of education to those untrained girls; and, furthermore, that kind of education is so vital and important that if it is to be actually accomplished we must turn out year after year, in order to get the job done, the very finest type of young women, and young women who are highly equipped.

State Aid—where does it come in? Right here. You are not going to get the highest type of young women coming to the normal schools at the present range of salaries. There are some splendid students in our normal schools today. But we want more of the splendid kind, and we want to hold those girls not two years but three years in the normal school. We want that opportunity, so that when those girls go out, they may really understand what education is, and may be able to handle the task of education adequately. We cannot expect to do that, however, when the objective for those girls is a rural school with a salary of twelve, thirteen or fourteen dollars a week. The towns of Massachusetts, where the inexperienced normal graduate finds her first teaching position, must pay reasonably adequate salaries, if we are to attract capable young women to the teaching profession. If certain towns are unable to do this, they should be aided by the State, purely as a matter of protection. There seems to be no other conclusion to which one can come. And if other states have adopted this policy, is there any good reason why Massachusetts should lag behind?

My time is about up, but I must say a word about Americanization in connection with the topic of training in citizenship. I have been interested in Americanization since the year 1905. I became interested in the problem long before people began to call it Americanization at all. I became interested in it at a time when we were not really thinking of Americanizing the immigrant, and we were not talking about him in a very friendly way. We were thinking of getting "the damned foreigner" into the night schools. That was the tone we used, and that was the attitude of fifteen years ago. And I want to say that if we have a great problem on our hands now—and we certainly have—it is absolutely our own fault; it is the fault of American society that it did not, fifteen years ago, recognize its obligations, and recognize also the terrible dangers attendant on the presence in our midst of so many thousands whom we could not understand and who could not understand us. Now it is a common thing to hear it said that the schools have failed in this great task of Americanization. *The schools have not failed.* Society itself has failed. Society itself has not backed up the schools in the things they

wanted to do. The schools have not done much, it is true, but they have been absolutely unable to do much because our people were not interested in Americanization. But things are different now. The people believe in Americanization. Our own State is turning to the schools and saying, "We want you to Americanize the immigrant." What does that mean in terms of money expended? It means that if the schools are actually going to take upon themselves the business of Americanizing the immigrant, for every one immigrant in the evening class two years ago, there will be two hundred in the next five years to come; for every class established during the last three years, we shall be establishing scores. It means doubling, tripling, spending ten times as much money as we have spent in the past. It means that we will not simply run evening schools, but we will run afternoon classes for mothers, and factory classes—classes wherever people are willing to come together to learn English and the ideas and the ideals of American citizenship. That means that the business of Americanization will cost money; and there is hardly a community in this State that is able to pay enough money to Americanize the immigrant population within its confines. Certainly our cities of the Lawrence, Lowell, Fall River type can't do it without spending sums of money out of all proportion to the resources of those cities. And much less can the smaller towns and rural neighborhoods do it, because at present they find it difficult, unaided, to maintain ordinarily good school facilities. Hence again the need of State aid for the Americanization of the immigrant, to the end that our civic life may be buttressed against the most menacing evil that confronts it.

I am conscious that I have talked very sketchily indeed. May I ask you to agree with me that it is no easy task to cover such a broad subject as mine in any but a sketchy way in such a brief time? I thank you for your silent assent.

Opportunities Dependent Upon Other Than Local Support

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TO the person who goes about from hill to dale and from dale to coast among the schools of the Commonwealth, sharp contrasts in educational opportunity and in equipment do indeed become evident, as Mr. Wright so clearly pointed out to you in his address this morning. That some contrasts must exist is inevitable, and that variety of opportunity gives balancing experience seems indeed fortunate.

One would not wish to find any one school too strong in its resemblance to any other. Neither would one wish to find all rural schools supplied with exactly the same kinds or amounts of material. Such a condition would un-equalize opportunity, could it exist. How fortunately impossible the entire duplication of school personality is while boys and girls exhibit healthy differences in their assemblages of human qualities, and while they are brought under the living influence of a teacher, who, having the power to interpret their varying needs, has also the charm of individuality, has been emphasized, I am sure, by each speaker to whom we have listened.

That each boy or girl has an equal right with every other to the education which will help to develop an efficient mind, a strong body and a healthy soul, however, we are agreed. May we briefly consider a few in detail—just some—of these foundation needs.

The schoolroom, its lighting, ventilation, the comfort of its heating system, the color of its walls, the continuing lesson of the likeable picture to which the eyes return while gathering will power for the renewed attack upon the problem that evades solution,—what a potent influence each of these silent influences exerts upon the health, spirits, and the mental progress of the sensitive little organism on whom they rest for five or six hours each day! How almost equally important are his much less inter-

esting desk and chair! A one-room rural school in one of our "poorest" towns came into its inheritance with relation to these necessities several years ago. The change in bearing, in scholarship, and in school spirit makes appeal for similar provisions in every other school.

That every child is a better citizen if he can read, write, spell, and handle money with reasonable success we have long agreed. Our conviction that the healthy soul thirsts for beauty in line and color and in tone and rhythm is enforced by the utterances of the great souls of all ages. To express that conviction in school programs has been the privilege of some.

A superintendent arrived at a school of boys—all but one, of state children—all—just at noon one wonderful spring day. He announced that the instructor in art from a state normal school was with him and that she could draw pictures on the blackboard; she was willing to draw now; the children need not feel obliged to stay to see her draw, but if they wished to, they might. After forty minutes of breathless joy, the largest, bulkiest boy in the room shot out of the school yard, engulfing something edible as he ran, to water the stock three-quarters of a mile away and to get back for the afternoon session. Drawings of pigs, trees and rabbits flooded the neighborhood during the weeks that followed. A year later the pupils were still asking when the drawing-lady would come again. The children of a not far distant town grow radiantly appreciative of their hills in response to this art instructor's weekly visits. In still another nearby town the little ones are developing health and grace through supervised folk-dances.

In some of our rural districts the children are developing the ability to sing tunelessly at their work. Such ability, not merely to produce sound, but to breathe properly, to support and project tones correctly placed, and to appreciate good music—to sing musically, as these students to whom we have listened sing—would seem a part of a desirable program for both physical training and ethics. That it can be provided only through the leadership of a trained musician is one of the calamities attendant upon a paucity of town funds.

The children of one of our central towns have circulating libra-

ries rotating from the village library to rural schools, and carried to waiting families with the empty lunch-box. More than a hundred books were easily procured and read by the several families of one remote district last winter. Others there were, unread—a luxury in reserve. One's mind reverts to other towns, one after another, in various corners of the state, and imagines what similar opportunity might mean.

The more one looks across vacant desks, and the more intimately one witnesses the struggles of pupils to "catch up" after an absence of a day, several days, or even weeks, the more urgently one wishes every child might have the opportunity to attend school regularly. We have truant officers, to be sure, at least one for every town—not a well paid officer in many cases, but a popular man nearly always, busy with many interests and fortunate in the number of his friends. His popularity renders his task the more unenviable when the children of a neighbor find the demands of strawberry picking imperative, or remain away from school to gather ferns. Nor is his task less embarrassing if the delinquents prove to be state wards in the house of a friend. A state official should find himself less hampered in the administration of impartial justice.

The more deeply one knows the history of vacant seats, the more keenly one anticipates the possibility of less centralized medical inspection. With this anticipation comes a deep-breathed desire for the definite help a school nurse can give throughout an area bounded only by the limits of necessity and by the possibility of sympathetic helpfulness. One thinks wistfully of the dental clinics of our more wealthy towns, and of the special treatment of acute condition of eyes, ears, nose and throat. Those of us who read last week's *Outlook* know how nation-wide the need and the desire has grown to be. That some countrysides are already receiving such a new birth of healthful living gives promise for the future of all.

The value of entertainments for the children who entertain and for the community in which their entertainment is given has proven so great as to express itself in nation-wide programs. The town field day already carries acquaintance with people a step

farther—in some towns. Inter-town pageants, field days, and other recreations will give still broader training in the art of getting on with people.

Our boys and girls should, especially in our rural districts, have the inspiration that comes from professionally trained teachers. It is like carrying coals to Newcastle to mention it again, is it not. It seems to me that they should be not only professionally trained, with a full normal course, but that they should also have the constant inspiration of coming in contact with others of professional interests and professional ideals. It seems to me that every rural teacher within traveling radius of Worcester should have been at this conference today. I feel very strongly that every teacher within the state should have attended the conference in Boston last fall. But the salaries are not adequate. The teachers simply cannot afford to come, and their superintendents, even, who might well have been at both conventions, have not always been able to attend. Why not let these teachers pay for their attendance at such conventions by the reports they give to their superintendents, or in teachers' meetings, if you like, and certainly in the excellent teaching of their pupils afterward. Why not let the superintendents make return for their attendance also by giving similar reports in the home community, as part of a program to which teachers, members of school boards, and all interested citizens are invited. Why not let some impersonal body meet the financial expense of attending these conferences, and make attendance not only possible to everyone, but, with reasonable exceptions, compulsory.

Educational experts have done much to eliminate waste in education. With care and great deliberation they have planned curricula of such breadth and variety as to allow each child to discover himself in relation to the occupations by which a livelihood may be secured and to develop interests which will enable him to find joy in the earning. They have done much to systematize courses of study that the essentials of education may be mastered in the fewest possible number of years concomitant with individual ability. They have endeavored to make it possible for each child to go through high school and to receive some phases

of higher instruction at the expense of the state. When every child in this state is eligible to master a high school education under tuition provided for by public taxation, we shall have taken a worthy stride toward educational democracy. And when a child is no longer subject to the loss of a year in completing his elementary school course merely because his parents have found it advisable to move across a town boundary, we shall have accomplished another advance in equality of educational opportunity.

That these and still other educational needs continue acute in some towns, while children in other towns thrive under skilled leadership, and are even surfeited with wealth and variety of equipment, seems a waste of potential citizenship, as has already been impressed upon us. Almost we are tempted to sit in judgment on the unproviding town. Yet, should we do so? In many of the less affluent towns much property is only slightly productive and the tax rate is already high, while roads are a primal necessity and other provisions for the general good must not be overlooked. Would it be possible to raise revenue for adequate education from town resources alone? Could such towns, relieved even by the present receipts from state aid, be expected to struggle up to the control of adequately supporting school funds? Would not an adjustment by which more even distribution of educational budgets were made help much toward bringing educational opportunities to children who need them most?

Even though adequate funds were at command, would it not be asking much of school boards to serve as specialists in regard to construction, heating systems, ventilation, and the many other essentials of efficient school administration? Is not their attention to school matters given largely from narrow margins of leisure, already, as a patriotic service? And are there not quite definitely defined duties of real importance upon which school boards may well concentrate their administrative energy? Is it not enough to ask of them that they enter into consultation upon matters which demand the skill of specialists?

Should the individual superintendent, even, be held entirely responsible for all phases of administration to which his school board cannot conveniently attend? Is not he, himself, quite prop-

erly, a specialist, with laudable limitations, and likely to profit by consultation with other specialists? Is entire provision for citizenship in whatever corner of the state the man or woman may be called to service, possible in towns of lesser revenue and in which matters of policy, however conscientiously taken up, must be decided without the fullest investigation desirable?

Whenever a general good has been accomplished it has come inevitably through some individual sacrifice. To determine the value of the Good in relation to the cost of adjustment is a continuing as well as a developing and reciprocal experience. Just what sacrifice each town need make to secure the financial advantage accruing from a state apportionment of school funds, to profit by the advice of state specialists in the administration of the annual budget, and to feel the strength of state authority in the enforcement of school law, one cannot estimate in detail. In comparison with the crying needs of growing children any apparent sacrifice seems reasonable and slight. The benefits to be accomplished appear tremendous. The details must be worked out from year to year, as they will be, with mutual give and take, bringing strength and power both to those who prevail and to those who yield through intelligent resistance and co-operation. To the children and the children's children it will be given to profit largely by the inheritance.

The State's Responsibility for Reconstruction in Education

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I AM sorry that you are at so great a disadvantage at this stage of the conference. I come at the end of a long day's program. I have not had the opportunity of hearing what has been said today, and I gather from the remarks of your presiding officer and from the titles of papers upon the program, that it is a case where one may say, if he is quite dignified: *Pereant ii qui ante nos nostra dixerunt*—

which, being translated into the language understood of the people, is: The deuce take those who have said our good things before us. I shall undoubtedly repeat a good many things you have heard, and you will forgive me, for I would not do it if I had heard them myself. I am quite sure, too, that you will have a little more pessimism from me, instead of the optimistic note Mr. Mahoney has sounded. When I was a college student I listened to a great sermon by Dr. Charles Parkhurst, of fame as a preacher and social worker. He began in the middle ages somewhere—I am not sure that he did not go back to the Roman Empire. He pictured the progressive degeneracy of the world from that date, depicting the moral state of the world as descending from inferno to inferno. There settled down upon his congregation an ever-growing pall of gloom, of darkness almost like despair. The vice, the crime, the sin of the world were pictured to us in such dark colors, that, when he got through, we had no hope either of our neighbors or of ourselves. And then he closed the Bible, banging it together, and looked down at us with seriousness in his face, but something of a twinkle in his eye, and said, "I suppose you think this is a pessimistic sermon?" There was an audible groan

of agreement all over the church. We did think it was a pessimistic sermon. "It is not," he said; "it is not; it is the most optimistic sermon I ever preached!" And then he proceeded, in about two minutes, in his clarion voice and in his direct way, to say in effect, and much more effectively than I can: "There is not any such thing as optimism that is not based upon facts. No man has a right to call himself an optimist until he knows the condition of things that must be bettered." And if we sound, as we talk upon this general subject which we have for our discussion today, a note of pessimism, it is because, as Mr. Mahoney has said, what is known to us school men and women is not known to the citizens of this State. In general, they do not believe it; few of them ever heard of it; they are still living in the state of mind of those who discuss and conclude the whole educational problem of Massachusetts with the words: "Everybody knows that Massachusetts stands at the head in education." It is because these people do not know the facts that we are obliged to meet today and discuss the rural problem, and the question of the relation of the State to the local community in education, the duty of the State as distinct from the duty of the local community. But, my friends, it does not matter much what we say to each other here. I have never been able yet to discover that legislatures or congresses are deeply moved by the representations of educationists. It is time that the educationists of this country got down to practical politics. It is time that they recognize what they have to do to accomplish things. It is time that they learn what they need to do in order to get the State to do things that it must do if these problems are to be solved.

And that is in general the task which I have this afternoon, to say to you a few things that may be somewhat enlightening as to the real task that is before you, if there is to be any recognition on the part of the Commonwealth of Massachusetts of its duty as a commonwealth. If the legislature of Massachusetts is to pass the necessary legislation, you must first convince the people; you must get them at work upon committees, and upon the House of Representatives, and upon the Senate. That is the task of instruction and compulsion that the educationists of Massachu-

setts have before them, if these things which we know are necessary are to be accomplished. And do not make any mistake. We get together, and we see conditions pretty clearly in regard to these matters, and we are in the habit of following into action our knowledge of the facts and our reason. Legislatures are not; and to secure the necessary action we must use those methods that are effective, the legitimate methods of "lobbying" with our representatives and senators. There is lobbying and lobbying. Every legislator is subject to influence. The legislator who says, "I am not influenced by others," lies. He ought not to be in the legislature unless he is influenced by others. It is only a question of by whom he is influenced. You do not influence your legislators enough, and I am going to tell you before I get through that it is the rural towns that are themselves largely responsible for their own condition. It is the rural towns that are themselves responsible for the fact that they have not the State help that they ought to have and that they must have. I hope to be able to show you that before I finish.

Now, my friends, these problems of reconstruction which have been put before you today, you know as well as I do, are not problems of reconstruction at all. They are not new problems—they only seem new, like the good doctor's sermon, in the story with which you are doubtless familiar. An old lady was walking home with him from church, and she talked at some length in regard to long sermons. It finally dawned upon him that she might intend some application to the sermon delivered by him a little while before, and he turned to her and said, "My dear madam, I hope you do not think *my* sermon was too long." "Oh, no, sir," the lady replied, "your sermon was not long—it only *seemed* long!" And that is the case with these problems that we are all talking about now, and not merely we educationists, but others. That is the first blessed sign of hope, that men who are professional schoolmasters and who are thinking of what they have seen as a result of the war, are perceiving that some of these great defects in our civilization, in our preparation for war, and still more in our preparation for that kind of life for which we went to war, can to a large degree, be healed only by the processes

and methods of education. That is the advantage of the moment, and we ought to seize it, that more of the general public and more of the leaders of men who have not been directly busy with these problems, are coming to see the need of changes and progress in our educational systems and methods, in order to heal the defects and to build up a state of things far different from that which has been revealed.

Now, I doubt not that in the course of this day, many of these things have been brought home to you incisively and directly, and you have read about them and you know about them from your own experience. So I am not going to take any time to dwell on these specific defects, such as the defects revealed in the physical condition of our soldiers, when it was found necessary to reject over forty per cent of the Massachusetts draftees because of their physical condition. I might take time, but I shall not do so, to deal with the situation revealed as to illiteracy, as to the lack of knowledge of the English language, as to the necessity of first teaching a lot of our soldiers the English language before they could be taught what it meant to "shoulder arms." I might dwell, but others have certainly dwelt at length, upon the defect which is in certain respects the most important of all—the defect of the grave inequality of educational opportunity for our children, for our youth. Those individual problems, my friends, I am going to leave to others to consider. Our educationists see already pretty clearly, I think, some of the important steps that must be taken to heal these defects. They have set them forth very clearly to the world. He that runs may read, if he is at all busy with reading. But you cannot get anything of consequence *done* unless you "carry your legislators in your pockets" on that subject. It is because you do not carry, and cannot carry the rural representatives and senators that you do not get what you want; and if I stopped right now, and you would believe me, I should have done my task. If you go away saying, "There is Representative Jones, up in North Brimblecombe, my town, and I am going to get the vote of Representative Jones," I shall have done what I hoped to do. Bring in a few of these votes, my friends, and you will get what you go after, but you

cannot get what you want unless you go after them. Other people go after them and get them, not because the legislators are dishonest or ignorant, but because they are uninstructed as to the actual educational situation and the actual needs of the people, of the children, and, secondly, because they are uninstructed as to what you want.

If you have followed the history of educational legislation in Massachusetts and have analyzed it, you have learned two things pretty clearly. You have learned, in the first place, that we have certain functions exercised by the State—and you could probably all of you name them on your fingers. You could tell us today what the State actually does for education in Massachusetts. I am not going to take my time to name these functions; if you do not know them, go away and learn them—this building here, its control and direction, our normal school, our training of teachers, these things are under the direction of an agent of the State of Massachusetts. And there are various other things that are under the direction of the Commonwealth of Massachusetts. There are quite a number of them; but when you sum them all up, and when you sum up the amount of State aid, as well as the amount of State direction, that we have, the fact remains perfectly clear that, so far as the work of the State in the education of our children, in comparison with the work of our local communities in the education of our children is concerned, the State is, to use an elegant English phrase, an “also ran.” Look the matter up and see whether I am not right about it. Massachusetts, among forty-eight states, is in proportion to its population the forty-eighth in the amount of money spent by the State upon education—*spent by the State on education*; and it is away down in the list of the forty-eight states—approximately the twenty-third—in the amount of money given by the State and the local communities together, in proportion to the population. Those two facts are significant enough, and when you look at the lines of direction, of control of education, of preparation of our teachers, of setting of standards and securing the fulfilment of those standards, you will find that the situation in comparison with a great many other states is practically the same.

communities. I am speaking generally; it is the general truth that I want to bring home. Do not quote me as saying that Pelham gave as much money to education as the city of Boston; but speaking generally, these rural communities, as we call them today, gave about the same amount of money to education, educated in about the same way, had about the same standards and ideals as other communities. They were all practically on the same basis. Today the wealth of the State is largely heaped up and localized in a few communities. The differences in financial resources are enormous. And they are emphatically remarked by the differences in expenditures on schools.

Another thing. People in those days were educated in their towns mostly for life in those towns. The child of Pelham, or Shrewsbury, or Holden, or Rutland, or Paxton, was educated for a life to be spent in the town where he went to school. We had no steam railroads; we had no electric trolleys. The various towns were isolated in a sense that is not true today. How is it today? Why, my friends, when it comes to the giving of money by one town to another to help the other town in education, which is what is meant by State aid—that is, that all the citizens of the State shall give to help those places that need help—such an expenditure would largely be for the direct, immediate and local benefit of the givers. It would be of direct benefit today to the city of Worcester that Holden, Paxton, and the other towns round about here in Worcester county, and, indeed, through the entire State, should be able to furnish as good educational advantages as Worcester. The mayor of the city of Worcester is very likely to be a man who was not educated in the Worcester schools. The business men of Worcester are very likely to be, a good many of them, men who obtained their education in the country towns. It is one of the difficulties in the country towns today, and it is one of the reasons why they cannot do for their own children what they once could and what they would like to do, that they have educated their children to put their strength into your city and mine. We are drawing the youth, the vigor, the life of these towns into our own. Is there no return responsibility? If Boston and Newton and Brookline and Worcester and Springfield

and the other cities did not have these boys to draw on they would not be where they are today, and the life of these cities would not be what it is. In other words, the direct benefit to the various other places in the State is such that it is a demand and a necessity, to a large degree, for those cities themselves that rural education should be improved and that our boys and girls in the rural districts should have as nearly equal opportunities as possible with those educated in the cities.

But there is also that indirect necessity which I wish I had more time to talk about—that larger necessity which the war has brought home to all of us more emphatically than ever before, that if sound principles and sound character, all that we mean by Americanism, are to rule the life of this State, we must have sound-charactered, sound-thinking, well educated boys and girls throughout the State. We are facing a danger and we have not met the necessity. It is going to be tremendously hard to meet it—and why? Why is it that, in spite of all these changes in conditions, in spite of all the advances in our ideals of what our boys and girls need, we stand today practically on the same basis on which we stood in 1780? It is certainly because the legislators of Massachusetts (and that means the constituents of the legislators of Massachusetts) are really not convinced—most of them have not thought about it, and those who have thought about it are really not convinced—that it is the duty of the State to secure the adequate education of the State's children.

Now, you will say to me that I have jumped one step in my discussion; that I have not shown that, in order to take care of this change of conditions, to equalize educational opportunity and to overcome the danger, it is necessary for the State to interfere at all. Right there, my friends, is the crucial point in this whole business. We have done certain things already. We have adopted measures of taxation and passed laws that are justifiable only on the principle that it is the State's duty to secure the adequate education of its children. You would not have this room in a State normal school to sit in if that were not the case. And yet, in spite of the fact that we have, by legislative chance and by dint of hard fighting, in certain respects done things that

depend upon that principle for their justification, it remains true, and has been true for many years, that the reason why we do not get the legislative remedy and the legislative help which we believe should be extended in this most important matter, is that the majority of our legislators do not agree that it is the duty of the State to secure the adequate education of its children.

Now, why not? If you will follow the action of the legislature upon any one of these bills, such as have been put before you today by the Chairman of the Recess Commission on Education [we have had many of these bills before, in principle, like the physical education bill, the bill for the certification of teachers, and others], you will see that there is a great combination of votes, the votes of Boston, Nahant, Newton, Brookline, and other communities of large wealth, not to mention some votes from Worcester, joining with votes from the rural districts against these measures. Every one of these bills has called for money. Up come the authorities of Boston and other wealthy communities, and say to the committee and to the legislature: "Boston regards it as a crime that it should be asked to pay one cent more of money for educaion. Look at our schools. Look at the schools of Boston and Newton, of Brookline, of Worcester, of Springfield. Have we not established a magnificent system of schools? Have we not excellent teachers? Are we not up in all the educational fads? Do we not spend a mint of money? Our taxpayers are groaning at the cost of educating our children. It is a crime to ask us to pay one cent more. We have done our duty, and we have no responsibility for the children of Squidunk!"

Now, you may say that is a selfish and unintelligent view. But as common-sense men you know, or ought to know, that those feelings are tremendously powerful and that they appeal to the average man; that the average citizen of a wealthy community responds at once to the cry: "We do great things at great cost for our own; we are doing all we ought to be asked to do." As a matter of fact, the average citizen, knowing how much he pays in taxes for schools, and groaning over that, is unwilling because he does not realize the necessity or his duty. It does not often enter his head that he ought to consider whether, in spite of the

fact that he pays so much in taxes for the schools of his town, he ought not, after all, to pay a little more as a citizen of his state for certain other children in his state; whether, when somebody comes along and appeals for aid for the poor children of Belgium or France, and with tears in his eyes he puts his hand into his pocket and generously gives a dollar or two to help those children, as a matter of fact he could not squeeze out a dollar or two more a year to help the children of his own state. It makes a great deal of difference whether you say to your fellow citizens, "We could get a good deal better teacher for our children if we would chip in and pay twenty cents apiece," or get up in town meeting, or in the legislature, and say, "I propose that we tax our citizens twenty cents more apiece." Then all the rights and privileges of American citizenship are invaded!

Well, that is about the way Boston talks. Now, how do the rural districts talk? This is the way the men from your communities talk—I assume that most of you are from rural towns, and this is the way some people, at least, in your town talk: "We have got enough of the State House. The State House is passing a tremendous amount of unnecessary legislation, and we wish that Boston would keep her hands off us. We do not like interference. We do not like State bureaucracy. We do not like State centralization. We believe in home rule. It is an invasion of genuine democracy when Boston and the State House say what Holden or Paxton shall do. We do not like the interference of the State Board of Education. What business have they to come in and tell us that our schools are not as good as they ought to be? What business have they to say that we are not paying enough to our teachers? In heaven's name, what right have they to say that, if we can get Farmer Jones' daughter, a 'right smart girl,' for \$320 a year—in heaven's name, what right have they to say that we shall pay the teacher \$550!" And so humanity is outraged.

I have, of course, put this in extreme form, and it is extreme in both cases, for I want you to realize that essentially you have those attitudes to reckon with—the attitude of Boston and the attitude of the rural towns. But in spite of the way I have put them,

I want you to distinctly understand that I sympathize very deeply, and I think I understand and rate at their true value those objections. It will not do us any good to say that there is no value, that there is no reason in those objections. There is value; there is reason. Look at it from the view of the rural town, which interests me particularly today. That cry of home rule is an instinctive cry of the American. It has saved us many and many a time from disaster. I had rather see it pressed a little too far sometimes, than to have it lacking. I would rather have it necessary to convince an inhabitant of a town, by dint of hard work, that in this instance he is not losing any individual liberty, or liberty on the part of his town, if he gives into the hands of some other agency the securing of the thing that he needs and wants. I believe in home rule. But there is one thing that I believe in a great deal more, and that is the securing of what our homes need. I believe a great deal more in the necessity of Holden or Paxton or any other town allowing, welcoming, the help of the State in order that Holden or Paxton shall have what it knows it needs, or ought to know that it needs, and cannot give itself, than I believe in the kind of devotion to a pseudo home rule which says: "We cannot do it for ourselves, and hanged if anybody else shall do it for us! It invades our right of home rule!" If this is what home rule means in American towns, it is a mighty bad thing, and we had better borrow state help and state direction so far as necessary, in place of that kind of home rule. And yet this is the feeling of a great many men in our towns, and that is what gets to our rural legislators. The chairman of a country school committee defeated, partly, the bill for the minimum wage of teachers last year. Not many people know it, but I know it. in order to get it through at all, we had to make an amendment that it should not apply to towns of less than a million dollars in valuation; and those are the towns that need it most. Why? Because one single chairman of a superintendency union got to his friends and raised a row. They went and saw their senator, and it became perfectly evident to the Committee on Education that it meant the defeat of the whole bill unless they would accept the amendment; and we took the half loaf in preference to having

none. And there are some school superintendents in the State of Massachusetts who are just as ignorant as to the necessity of a proper State help and "interference" as any selectmen of country towns. There are, of course, more selectmen that need instruction.

I cannot argue this whole case out today, and I hope you are not expecting me to do it, because you would be dismayed if I did. I want rather to state what I regard as the proper principle upon which to decide what attitude you and I shall take, as citizens of rural towns, toward the question of State interference in our educational system—State direction, State help. I want to lay down those principles, and conclude with that. But may I first be allowed to say one other thing, to express a certain feeling of my own? I have a senatorial district in which there is no city. My district is composed of forty-four towns. There are only six of them that can be called large towns. I am quite familiar in general with the educational conditions in those towns and also with the living conditions. I know pretty well what those towns need, what they have not; and I have deliberately taken a position upon a committee of the legislature which, so far as success in passing the bills of that committee is concerned, is a position of failure, because if there is a committee that does not get through its bills, it is the Committee on Education. I want to do for those towns what they need, and it is disheartening, discouraging, to realize the truth of what I said to you at the beginning, that it is the rural towns themselves that prevent it. It is the combination of Boston, Newton, Brookline and the rural towns in the legislature that defeats these bills year after year; and Boston walks jauntily off with all the net results, and the rural representatives walk away convinced that they have rendered a great service to their communities, because they have prevented anybody from thinking that home rule has been invaded. They are not going to be bothered by agents of that miserable State Board of Education. The legislators go away with the feeling that they have defended their towns from invasion, and Boston does not pay any more, and the rural districts get no more, and the schools remain just as they are. When the representatives of our towns and the people who have influence upon them learn to

see that they are defeating themselves, learn to see that they are letting a little fear that the other fellow shall have some power that ought to remain in the town or in the control of the town's agents, that they are letting that fear stand in the way of the help that they need from their fellow citizens, and that they cannot have that help unless they are willing to let the State as a whole see that the help is properly supplied—when they see that, my friends, they can have anything they want, in reason, because they have the votes. When you can convince your representatives and senators that they are not doing their duty by their districts and their towns unless they are assisting those towns by voting for these bills, so far as they are right and reasonable in their details, you will get all these things and that note of pessimism will be changed, and not until then. The votes which defeat these bills are votes of a combination representing cities that do not want to pay more, and towns that do not want to be controlled or interfered with.

Go to it, my friends. I have put the real rural problem before you. It does not do you any good at all simply to listen to what Miss Waterman says about the things in this or that town, or to listen to what Senator Chamberlain said this morning about the work of his Recess Commission. It will not do you any good at all to just get together and weep over the situation. When you get down to business and ask your legislators individually for action which will give you what you know you ought to have, you will get it; but meanwhile it is the other fellow that has the ear of your legislator, honest man as he is. You have not put the facts into his ear. Your towns have not learned the situation and have not said to their representatives, "Go and get this thing for us, for it is right. It is not only for us; it is for the interests of the whole Commonwealth, and we look to you to get it." And when you reach that point, you will get it "like rolling off a log," for you will have a majority of votes in the legislature. I might suggest to you as a topic for the next meeting of this conference, "Practical Politics among Teachers—what have we done since we last met, and what are our plans for what we are going to do with Smith, Jones and Robinson, representatives in our districts in the next legislature?"

Now, to conclude. I have not said anything to you about the technical problem, about the proper relationship of centralized educational authority and local authority—how far the State should go, and how far it should not go. I cannot discuss that in detail. You have certain bills put before the legislature this year by Senator Chamberlain's committee. Study those bills. You will find some things that you like, and some that you do not like. When you have studied those bills, then read the statement of the Recess Commission and ask yourself whether it is not true that there is no need of a highly centralized Bureau of Education; whether there will be, by the provisions of these bills, any serious invasion of home rule. Test that for yourself, and then ask yourself what should be the relation. I am going to state it this way:

First: Are these different things that you have been hearing about today—physical lacks, lacks in literacy, lack in equality of opportunity—are these things so? Do they exist? Are these really defects? Do they need to be healed? I do not believe you will answer those questions in any way but one.

The next question then is: How can they be healed? I lay down the proposition that they cannot be healed except by a common and universal action throughout the State; that Becket and Mt. Washington and other small towns clearly cannot do what is needed in the healing of these defects within their own boundaries. It is not the diseased patient who can cure himself—you will not misunderstand me—somebody else must cure him. The financial resources, the initiative, the intelligence, sometimes, of the local communities are not such that we can say that all of the communities of our State can and will locally, in common, and universally do this thing that must be done. If this is so, where shall we find that common and universal action—how shall we obtain it? We must have a common financial resource. We must have a common application to the disease, to the defect. We must have sufficient authority on the part of the agents of those who give this money for a State purpose—we must give them sufficient authority to assure the State that its money is expended for the things for which it is given, and that the results for which we find it necessary to have it given are secured. And there the process of cen-

tralization may well stop. What the local communities can do and will do, they should be left to do. Nobody wants to invade their right, their power; but what they cannot do the State must do. What they can do and will not do—and that is the situation in some few cases—the State must make them do. Because it is true that since we have now grown up from a congeries, so to speak, of separate and isolated communities into a great community, in which Springfield is no further removed from Boston than Concord and Lexington were removed from Boston in 1780—since we have grown into a State community of which we may almost say it is all one big city, one great town, a community in which the life of any part cannot be defective, diseased, atrophied or undeveloped without affecting all the rest, it is impossible for us as reasonable and reasoning people any longer to deny that it is the duty of the State to secure the adequate education of all the State's children.

NOTE.—Since this address was delivered, I am happy to say, it has become necessary to modify its language in one important respect. At a recent hearing before the Committee on Education on the State School Fund Bill, the authorities of Boston, by the corporation counsel of the city, and the town of Brookline, by the town solicitor, placed themselves squarely on record as favoring the principle of the bill, and as agreeing that it is the duty of the whole State to secure the proper education of all its children. Whatever the immediate effect on legislation, this change of attitude is a significant mark of progress.—G. B. C.

American Notes—Editorial

We are quite ready to abbreviate the Editorial and Book Review Departments this month to make room for the exceptionally long, and proportionally valuable addresses which make up the body of this number of *EDUCATION*. The Editor attended the Seventh annual Conference on Rural Education at Worcester and heard at first hand these splendid discussions of topics which, while primarily related to Massachusetts conditions, are, nevertheless, typical of the problems confronting educators and the citizens of all the states of the Union. Let no one think for a moment that the problems which educators are discussing are problems for educators only. They are the business of all the citizenry. They affect every home and are most intimately related to the common welfare.

It were well if every law maker, every parent, every teacher and every college and school official in the land could read and ponder the several addresses reproduced in this number of *EDUCATION*. It will be humiliating to the citizens of Massachusetts to learn, from several of the speakers at this conference, how woefully the old Bay State has receded from her position of leadership in educational affairs. It illustrates the truth of two well known Scripture sayings: "The first shall be last, and the last first," and "Let him that thinketh he standeth take heed lest he fall." The addresses, by implication, give us a new and exalted estimate of the importance of schooling in the quiet country hamlets, from which the cities draw, have ever drawn and must ever draw their best, most reliable and efficient life. The conditions in the small and thinly populated districts are the direct concern of the State. Surely the politicians and selfishly engrossed citizens of the great centers must not lose sight of or neglect their direct obligations to the country schools. The "Up-State" vote has often upset the calculations of over confident demagogues. The average intelligence is determined as much by the country districts as by the urban centers. The statesman and the educator alike must be eagle-eyed. Self-complacency means deterioration. We get the truth, the facts, in these addresses. It is now up to the citizens to "go to it." We do not doubt that good old Massachusetts will "sit up and take notice" of these revelations. Help on the work by calling attention, gentle reader, to this number of *EDUCATION*, the last number of its 39th year and volume. Get your Superintendent of Schools to read it. Send it to your district Representative to the Legislature. See that every member of your local School Committee has a copy. You will be thus doing "missionary work" that will be well worth while.

And surely we shall all give a just meed of praise and appreciation to the Worcester Normal School and its modest, genial and efficient Principal, Dr. Aspinwall, for his sagacity, executive ability and distinguished success in arranging these annual gatherings for the discussion of such vital educational interests.

The teacher cannot do his or her best work without the mental and moral support of constant inspiration and vision. The work of teaching easily becomes monotonous. It is certain to run into ruts and grooves unless one continually refreshes one's mind and spirit by contact with the best teachers and the study of the latest methods. This will give the impetus to thought and emotion which is necessary to keep teaching up to the highest pitch of energy and efficiency. A summer course in pedagogy, or science or philosophy; a few good books which record the latest discoveries and methods; a couple of worth-while educational journals; an occasional visit to some school or classroom which has a reputation for actual results in the line of interest, efficiency and scholarly achievement—these will do wonders in improving the tone of most any teacher's work. The pupils and the entire school will feel the effects—as when a change in the direction of the wind brings refreshment and renewal of life and effort on a sultry day in summer; and every one will be happier and better.

We recently heard of the act of a Superintendent of Schools who found his new field of labor suffering from a self-satisfied and unprogressive Committee and general public. He investigated the schools of several neighboring towns; and, finding one town which had happily achieved an exceptionally efficient school system, modern in its equipment, well-managed, and commanding intelligent support from the public—he loaded into his automobile his entire Committee, and took them over to that neighboring town and had them spend a day in going about seeing what was to be seen. This was an "Eye-Opener." They came back at the close of the day much less complacent than they had started out in the morning. They realized that the schools of their own town were woefully deficient in comparison with the schools they had visited. They are now in a fair way to get after public opinion and to institute reforms and introduce methods and make appropriations that shall send the children of their own town out into life qualified to compete in the great struggle for existence and for influence, with the well trained graduates of the schools of other communities like their own. We will only add that there is no copyright on this experiment. It is well worth trying.

Book Reviews

EDITOR'S NOTE:—

So many books are sent to this department of EDUCATION that it is impossible to review them all. Naturally we feel under obligation to give preference to the books of those publishing houses which more or less frequently use our advertising pages. Outside of the limitations thus set, we shall usually be able and glad to mention by title, author, publisher and price, such books as are sent to us for this purpose. More elaborate notices will necessarily be conditional upon our convenience and the character of the books themselves.

THE SOCIAL PROBLEM. A Constructive Analysis. By Charles A. Ellwood, Ph. D. Second Edition. The Macmillan Company. Price \$1.25.

The author of this thoughtful volume is well known to the readers of Education. He has here presented a clear and cogent argument touching many of the burning questions of today. He does not believe that right social conditions can be secured by legislation, leagues of nations, or rules and agreements of any kind. The roots of the matter reach down into the character of the individual, and he claims that science shows how individual character may be controlled in its development. "Scientific analysis," he says, "shows that there are three chief roots of individual character of which we need to take account in our efforts to solve the social problem. These roots are heredity, the general social environment, and personal education." The child has a right to a normal physical heredity. We must do what is necessary to conserve that right. We must furnish a proper social environment. We must provide the means for a thorough personal education of each individual. By these the social relations of mankind will be brought into harmony and the race will have opportunity for proper and normal progress toward perfection. The book is full of suggestive lines of thought and action for teachers.

F. H. P.

FAITH IN STORMY DAYS. By John Hunter, D. D. Glasgow, James Maclehose & Sons. New York, The Macmillan Company. Price \$1.50.

The author of these six addresses on the Twenty-Third psalm which, with another called "A Prayer in Time of War," make up this volume, prepared them while the World War was in its first and middle stages. He felt the burden of the great calamity and realized the need of his own soul and the souls of other Christians the world over for the comfort and consolation afforded by new appreciations of God's word to humanity as voiced by Israel's great Psalmist and the other writers of the Bible. Before the war closed he passed away. In the calendar which was published in connection with his services he wrote, "In the dark and troubled time through which we are now passing, I hope and pray

that our study together of this ancient Psalm may do a work of consolation and healing." The sermons conduct the reader to the sources of faith and consolation and forecast the triumph of peace and righteousness. F. H. P.

FATHER THRIFT AND HIS ANIMAL FRIENDS. By Joseph C. Sindelar. With pictures by Helen Geraldine Hodge. Beckley-Cardy Company. Price 50 cents.

A pleasing supplementary Reader for second and third grades. It teaches in an effective way the important lesson of thrift by interesting examples from the lives and habits of the birds and beasts of the forest.

DEMONSTRATIONS IN WOODWORK. In three Parts. By Clinton Sheldon Van Deusen. Professor of Manual Arts, State Normal College, Kent, Ohio. The Manual Arts Press.

Practical instructions and drawings, with specifications, which will enable the child, the boy, the man to cultivate the habit of "making things"; a habit which is as much a part of the educational process as are "The three R's," or any study in the curriculum. F. H. P.

HOUSEWIFERY. A manual and text book of practical Housekeeping. By Lydia Ray Balderston, A. M. Illustrated. J. B. Lippincott Company.

One of the best of recent Domestic Science books. While entirely suitable for use as a text book it is also especially adapted to aid practical housekeepers in discovering the best and most economical ways of doing things. It is a good book for small groups of women, in women's clubs and rural extension work. It will guide them in their efforts to put the vital matters of housekeeping and homemaking upon a scientific and practical basis.

Periodical Notes.

The Journal of the American Museum of Natural History will hereafter be known as "*Natural History*." The first number of Vol. xix has just come to our desk. It contains among many other interesting articles a splendid series "In Memoriam" of the late Theodore Roosevelt. This, and the other articles in this number, are richly illustrated. The magazine is of the highest rank both in its mechanical features and its authority on natural history subjects. The *Scientific American* for May 17 has an illustrated article by Robert G. Skerrett on "The Pioneer Trans-Atlantic Liner Service." It shows in striking contrast pictures of the first steamship to cross the seas and a typical "Giant" of to-day. The *Outlook* for May 7th has a timely article on Walt Whitman (1819-1919) by Edna Davis Romig. A splendid portrait of the venerable poet appears upon another page. Walt Whitman was born May 31st, 1819, and died in 1892. *Scribner's Magazine* for May is a most interesting number. We note particularly "The College Man in Action," by Paul Van Dyke, and "Domestic Relations of the Child," by Robert Grant.

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CONTENTS

Admission Plan, The New Columbia University. Thomas H. Briggs	473
Beauty and the Public. Lucy D. Taylor	102
Book Reviews 63, 125, 187, 253, 321, 384, 452, 513, 583,	659
Boys and Girls, Association of. Eleanor R. Larrison	142
Bronte, Emily, One Hundred Years After. H. Merian Allen	225
Business and Education, Some Trends in. Louis Martin Sears	193
Child's Mental Development, Outline of. W. D. Armentrout	90
Children, Conducting the Class. Roy Temple House	116
Child's Welfare the Concern of the Commonwealth. Frank W. Wright	593
Classicists, and Nature's Law. Henry Lincoln Clapp	521
College Lecture, Obita Dicta in. Earl D. Ross	79
College, Scholarship and Morality in. Frank E. Howard	335
College Student, The, Should He Borrow Charles W. Coulter	170
Composition and Literature. Anna E. Harris	559
Defective Children, Education of. David B. Corson	292
Discipline, School. Walter H. Young	73
Discipline, The Doctrines of. Kathryn H. Chalmers	505
Domestic Science, Outline of. Gladys Freeman Palmer	22
Editorials 59, 129, 182, 249, 317, 381, 448, 509, 580,	657
Educational Opportunities, Equalizing. William B. Aspinwall	589
Educational Reconstruction in Massachusetts. George D. Chamberlain	606
Education, H. G. Wells on. Max Schoen	325
Education, Shifting Ideals in. Arthur C. Barrows	419
Education, the Socializing of the Individual. M. J. Flannery	129
English Literature, What to Teach in. E. E. Cates	339
Foreigners, Teaching. (See "Raphael in the Background")	270
Germany. L. S. Mills	11
Grading and Promotion, Unit System. Edson L. Ford	389
Habit Formation. Ernest P. Carr	165
Hawaii's Schools. Vaughan MacCaughy	280
High School, Extra-Curriculum Activities of. H. T. Steeper	367
High School, Modern Fiction in. Walter Barnes	436
History Lecture in the High School. L. S. Gerlough	481
Ignorance, and Experiment in Education. John Bovingdon	257
Instruction, Relation to Discipline. Walter H. Young	231
Junior High School, Theory of. W. D. Armentrout	537
"Kindergarten" and "Play-School," Which? W. P. Burris	507

CONTENTS

iii

Literature Course in High School, Modern Fiction in. Walter Barnes	436
Literature, Developing and Testing Appreciation of. Genieve M. Allen	139
Local Support of Education not Sufficient. Hannah P. Waterman	635
Macbeth, An Adventure with. R. R. Smith	484
Mathematics, a Review Book in. Robert R. Goff	471
Mathematical Study, Disciplinary and Applied Value of. Charles N. Moore	209
Modern Languages, As to. Max Herzberg	112
Modern Languages, Summer Courses in. Lilian L. Stroebe	305, 356
Modern Language Teacher, the Background of. Lilian L. Stroebe	573
Music, Scientific Basis for Education in. Max Schoen	491
Nature Study in Elementary Schools. Esther M. Cunningham	55
Opportunity, Our. A. S. Ames	111
Patriotism and Group Consciousness. H. M. Harris	202
Patriotism in the Schools. I. David Cohen	65
Periodical Notes	588, 660
Physical Education, Educational Value of. Edith L. Hilderbrant	1
"Play-School," instead of "Kindergarten." W. P. Burris	507
Play Service in Utah. Frank R. Arnold	244
Play Supervision. John Roland Hawkins	84
Preparedness, A Factor in. William Harmon Norton	299
Progress. A. S. Ames	269
Poems: Bachelors of the Blood. Helen Cary Chadwick	151
Belgium. Lorena Peppard	291
Benoit de Sainte-More. Daniel Hugh Verder	338
Day. A. S. Ames	54
God's Garden. A. S. Ames	418
Honeysuckle. Helen Cary Chadwick	565
Old Mother Tick-Tock. Julia M. Martin	347
Pershing at Tomb of LaFayette. Lorena Peppard	238
Questionaire. Mary M. Spangler	164
Season's Change, The. Stokely S. Fisher	402
Strawberries. Alda Dorothea Leaw	558
The Dead Boy. Stokely S. Fisher	490
Thy Will Be Done. A. S. Ames	148
To E. C. P. Jeannette M. Collins	45
Wild Asters. Alda D. Leaw	380
Wings of Night. Washington Van Dusen	138
Wordsworth. Daniel Hugh Verder	83
Wren, To a. Daniel Hugh Verder	502
aphael, in the Background. Mary Gove Smith	270
ural Schools, Significant Movements in Middle West. Mabel Carney	601

Rural School Teachers, Testimony that Challenges. Lawrence A. Averill	618
Salaries of College Teachers. John Fairfax	36
Selective Process in American Higher Education. J. Crosby Chapman	542
School Boards, Standards for Judging Applicants. Floyd R. Barber	553
School Day, The, and Directed Study. A. S. Martin	158
School Management, Relation to Discipline. Walter H. Young	149
School Savings Bank, a Model. Herman J. Sonnenberg	240
Science, Essentials of. Lewis Elhuff	431
Science, the Aim of. Rolland Merritt Shreves	566
Socialized Recitation, the Group. Hazel F. Burns	176
Social Worker, the Teacher a. Joseph T. Williams	425
State Aid, Importance to Future Citizenship. John J. Mahoney	628
State's Responsibility for Reconstruction in Education. George D. Churchill	641
Summer Schools of Modern Languages. Lilian L. Stroebe	305, 356
Supervised Study in the Grades. Carmon Ross	457
Talisman, The, Outline Study of. Maud E. Kingsley	356, 403
Teacher, The Personality of. Walter H. Young	374
Themes, Writing for Magazines and Newspapers. N. Alvin Pedersen	217
Woman Teacher, Emancipation of. Linda Rider	46

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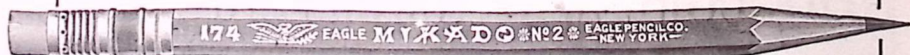
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